

**Tatarian Elementary**

10621666101109

Principal's Name: Michele Markarian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

**Consolidated Program Assurances**



<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Michele Markarian	X				
2. Chairperson - Michelle Aguirre		X			
3. Secretary- Jade Munoz		X			
4. DELAC Representative- Erica Wong				X	
5. Veronica Valdez			X		
6. Arpine Hakobyan				X	
7. Kristie Andersen				X	
8. Jyot Deep-Singh				X	
9. Rebecca Chadbourne				X	
10. Nicole Tafoya		X			
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name: Tatarian Elementary</b>			
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
<b>Principal</b>	Michele Markarian		<b>March 12, 2025</b>
<b>SSC Chairperson</b>	Michelle Aguirre		<b>March 12, 2025</b>

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

Tatarian - 0165

**ON-SITE ALLOCATION**

3010	Title I	\$30,012 *
7090	LCFF Supplemental & Concentration	\$107,778
7091	LCFF for English Learners	\$8,778

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$146,568</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$976
Program Budget	\$29,036
Total Title I Allocation	\$30,012

**ESSA Assistance Status: Not Identified for Assistance**

## Tatarian 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
i-Ready ELAD2 proficiency - percentage of students on/above			54.4 %	2024-2025	64.4 %
i-Ready Math D2 proficiency - percentage of students on/above			40.6 %	2024-2025	60.6 %
SBAC ELA - Average distance from standard	✓	9.3 pts	-3.5 pts	2023-2024	11.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	61.5 %	51.6 %	2023-2024	61.6 %
SBAC Math - Average distance from standard	✓	3 pts	-16.6 pts	2023-2024	-1.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	58 %	47.1 %	2023-2024	57.1 %

**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.

Based on the metrics of this Goal, students are not performing on grade level in SBAC and iReady. Identified student groups are Hispanic, Socially Economic Disadvantage (SED), Students with Disabilities (SWD) and Black/African American (AA).

- **I-Ready ELA- meeting or exceeding grade level**
  - Hispanic-51% (192 students)
  - SED- 41.8% (182 students)
  - SWD- 16.3 (43 students)

- AA- 34.3% (35 students)
- **i-Ready Math- meeting or exceeding grade level**
  - Hispanic- 35%
  - SED- 24.7%
  - SWD- 18.6%
  - African American- 20%

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

1. Students not mastering foundational skills in reading and math in the primary grades
2. PLCs have not utilized CFAs, IABs, FIABs, and data analysis consistently
3. Students are not exposed to lessons with: higher DOK levels and rigor, use of complex text, talk, & task, along with critical thinking skills consistently.
4. The need for developing writing skills, and mathematical teaching strategies for staff

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.

1. Improved Tier 1 instruction to build reading fluency, comprehension strategies / skills and vocabulary development
2. Structured Tier 2 and 3 interventions in foundational reading skills, comprehension, vocabulary with targeted progress monitoring.
3. Improved Tier 1 instruction in number sense, problem solving
4. Implement PLC+ Foundations, use of assessments, analysing data, goal setting with fidelity
5. Professional Learning opportunities such as- strong Tier 1 instruction, Foundational and Fluency Reading Skills, Visible Thinking / Notice & Notes, and writing strategies such as Write Sources (Wonders) and Write Tools

## 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: ELA Improvement

Partially Implemented

The actions were partially implemented due to **inconsistencies** in:

- Support for teachers is needed to deliver quality Tier 1 instruction along with differentiated instructional interventions to address improving foundational reading skills.
- Implementation of small group instruction varied across grade levels and support is needed for how to implement progress monitoring for Tier 2 instruction
- K-2 teachers using Orton-Gillingham (OG) strategies in small group
- Effectiveness with Teaching Fellows due to attendance issues and scheduling

### Action 2: Math Improvement

Partially Implemented

The actions were partially implemented due to the following challenges:

- Grade level PLCs need support utilizing the 5 guiding questions of PLC+ foundations with fidelity including utilization of Common Formative Assessments (CFA), IABs, FIABs along with data collection/analysis/reflection.
- Support for teachers is needed to deliver quality Tier 1 instruction along with differentiated instructional interventions to address improving foundational math skills.
- Professional Learning is needed for implementing Engagement Continuum and providing clarity and criteria for success during instruction
- Limited teacher interest in before/after school tutoring

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: ELA Improvement

Partially Effective

Actions were partially effective- Socially Economic Disadvantage (2pts), Hispanic (10pts) and African American (7pts) groups showed growth with Distant from Standards on the SBAC.while Students with Disabilities (-12) had an negative increase from Distance from Standards. The actions did not meet target due to inconsistency of quality Tier 1 instruction along with small group intervention not being fully implemented.

Action 2: Math Improvement

Partially Effective

Actions were partially effective- The metrics showed a negative increase in Distant from Standards on the SBAC for- Socially Economic Disadvantage (-11pt), Hispanic (-1pt) and African American (-26pts), while Students with Disabilities (+30) group showed positive growth. The actions did not meet target due to inconsistency of quality Tier 1 instruction along with small group intervention not being fully implemented.

**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.

**ACTION 1 ELA:** Tatarian will continue to strengthen our current actions to support our Literacy program, including Profession Learning opportunities for staff. We will continue focusing on K-2 reading foundational skills along with school-wide Fluency. We will implement a school-wide implementation of a writing program such as The Write Tools.

**ACTION 2 MATH:** Tatarian will continue to strengthen our current actions to support our Math program, including Profession Learning opportunities for staff. We will continue focusing on improving foundational math skill in grades K-6 by utilizing the PLC+ foundations. We will implement a school-wide Basic Math Facts instruction.

**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:

Discussed at February 2024 meeting

Tutoring

Rolled into SSC

- improve Tier 1 instruction by building fluency and comprehension strategies
- uninterrupted i-Ready / reading time / more read aloud in library
- Write tools training
- Math Facts focus

## Action 1 :

### ELA Improvement

#### Action Details:

**ELA:** Tatarian will increase literacy rates among K-6th grade students and bridge the achievement gap through high quality Tier 1 instruction aligned with the CCSS, supported by a robust system of tiered interventions along with having high expectations and growth mind-set. **Tier One** will include a focus on good first teaching; **Tier Two** will provide opportunities for strategic groupings. **Tier Three** will include RTI pullout/push-in small group support.

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- Use of complex text and lessons that employs questions and tasks, both orally and written, while integrating the standards and building students' comprehension of the text(s) and its meaning.**

- Teachers will provide quality Tier 1 instruction utilizing FUSD Scope & Sequence and Common Core Companion to align instruction with the Common Core State Standards. All teachers will implement a comprehensive reading program with the fidelity to the district adopted core curriculum, Wonders.
- Teachers implement research based best practice instructional strategies in teaching reading foundations and reading comprehension. Strategies will include but not be limited to Write Tools Active writing strategies, close reading strategies, cloze reading strategies, Making Thinking Visible strategies, Notice and Notes reading strategies, guided reading strategies, Fluency Skills (K-2), Ortho Gillingham Foundational Reading Skills (Grades K-2).
- Each Professional Learning Community (PLC) team will create quarterly teaching cycle maps/calendars which identifies-- grade level SMART goals, focus standards, common formative assessments (CFA), team CFA analysis days, reteach days, and adjust grade level interventions, Grade level planning and professional development release days will be provided for PLC teams.
- Grade level Common Formative Assessments and IAB/FIABs (3-6th grade) will be used to monitor students' mastery of grade level standards
- After each i-Ready Diagnostic we will celebrate students who met their growth and stretch goals.
- Students needing extended differentiated learning opportunities will participate in small group instruction, project based learning activities, literature circles, and i-Ready MyPath activities.
- Administration will hold Student Achievement Conferences with PLC grade level teams quarterly to monitor all students progress and teachers' SMART Goals
- The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.

#### **TIER 2- Use of standards to aligned resources including technology to support students in mastering grade level essential standards.**

- i-Ready diagnostics, Fluency data along with BAS scores (Kindergarten - 2nd) will be used to identify students current levels.
- A 30 minute Response To Intervention (RTI) block with no new teaching time will be utilized to focus on individual student's learning needs, allowing all students to receive differentiated instruction based on their assessed learning level.
- Small group instruction using Fluency, guided reading, Ortho-Gillingham and other research based strategies will be utilized. Additional staff will be utilized to push into classrooms to support K-6 grades—such as RSP Teacher, Instructional Aides, Teaching Fellows and Parent Volunteers.
- FUSD funded Teaching Fellows will support our RTI block and support foundational skills for Kindergarten-6th grade
- Students who need additional support towards becoming at or above grade level will be identified to participate in after or before school tutoring. Supplemental contracts will be provided to certificated or classified staff to lead tutoring groups.

#### **TIER 3- Will build foundational literacy skills.**

- Coordination of Service Teams (COST) /Student Success Team (SST) meetings will take place for students who continue to struggle academically. The team (SPED and GE teachers) will participate through sub-release days to develop a plan to support improvement. .

- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs
- SPED identified students will receive direct services from the RSP Team.
- Supplemental contracts will be provided to certificated or classified staff to lead before or after school tutoring groups for students needing additional support to meet grade level standards

**Materials & Supplies:** Classroom materials and supplies - including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction and reading intervention program needs. Student planners/agendas will be purchased for all students in grades 3-6.

Purchases for the school library may include materials to support Common Core implementation of complex text, talk, & tasks.

Purchase of Core Literature Books that are diverse and represent our students for literature circles and book studies

RTI materials to support students needs

Online and print subscriptions such as Scholastic News, RAZ Kids, Reflex Math, Brain Pop, Nearpod...

Student and classroom technology

Awards / Incentives for meeting class, grade level and/or school wide reading math and reading goals

[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*

- **ELA- 4 out of 6 students**
- **MATH- 8 out of 9 students**

**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 access to Nearpod, Certificated Substitutes to allow teachers to attend COST/SST meetings, purchase materials for intervention and/or enrichment instruction.*

**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 utilizing supplemental contract for ELPAC assessor, release days for data chats between Admin/Teacher and Teacher/Students, Certificate Subs to allow PLC to plan quarterly and look at data, Before and/or after school tutoring, Teaching Fellows during RTI for grades 3-6*

**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

- Teachers will monitor quarterly EL progress through data from ELLEVATIONS and i-Ready Diagnostics
- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- English Learners students will participate in quality Tier 1 instruction with high expectations, challenging content and a high level of student ownership.
- Have access but not limited to FUSD Guaranteed Viable Curriculum along with using a wide range of tools including technology
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support focusing on vocabulary, comprehension, and oral language necessary to enable students to engage in complex text utilized in class.
- English Learners who need extended learning support will participate in tutoring before or after school
- Assessment results including ELPAC will be shared with parents during conferences, School Site Council and other parent meetings

## Student Groups

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

**Students with Disabilities (SWD):** *With Title 1 funds we plan to support SWD by providing Certificated Substitutes for release time to allow teachers to attend COST/SST meetings; access to Nearpod Subscription; purchase materials for intervention and/or enrichment instruction.*

**Socio-economically Disadvantaged (SED):** *With Title 1 funds we plan to support SED by providing Certificated Substitutes for release time to allow teachers to attend COST/SST meetings; access to Nearpod Subscription; purchase materials for intervention and/or enrichment instruction.*

**Hispanic (HI):** *With Title 1 funds we plan to support Hispanic students by providing Certificated Substitutes for release time to allow teachers to attend COST/SST meetings; access to Nearpod Subscription; purchase materials for intervention and/or enrichment instruction.*

**African American (AA):** *With Title 1 funds we plan to support AA students by providing Certificated Substitutes for release time to allow teachers to attend COST/SST meetings; access to Nearpod Subscription; purchase materials for intervention and/or enrichment instruction.*

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

**Students with Disabilities (SWD):** *With 7090/7091 funds we plan to support SWD by providing Quarterly Certificated Substitutes for teachers to collaborate in lesson planning-- by analyzing data, gathering feedback on lessons and assessments, and backwards mapping standards. Provide Certificated Subs (1st & 3rd Quarter) for Data Chats with Admin. We will hire Teaching Fellows to provide push-in and pull out support based on data from assessments. Supplemental Contracts will be available for Before or After School Tutoring with Certificated Teachers. Teachers will receive training in Write Tools. Students will have access to supplemental online subscriptions such as Scholastic News.*

**Socio-economically Disadvantaged (SED):** *With 7090/7091 funds we plan to support SED by providing Quarterly Certificated Substitutes for teachers to collaborate in lesson planning-- by analyzing data, gathering feedback on lessons and assessments, and backwards mapping standards. Provide Certificated Subs (1st & 3rd Quarter) for Data Chats with Admin. We will hire Teaching Fellows to provide push-in and pull out support based on data from assessments. Supplemental Contracts will be available for Before or After School Tutoring with Certificated Teachers. Teachers will receive training in Write Tools. Students will have access to supplemental online subscriptions such as Scholastic News.*

**Hispanic (HI):** *With 7090/7091 funds we plan to support Hispanic students by providing Quarterly Certificated Substitutes for teachers to collaborate in lesson planning-- by analyzing data, gathering feedback on lessons and assessments, and backwards mapping standards. Provide Certificated Subs (1st & 3rd Quarter) for Data Chats with Admin. We will hire Teaching Fellows to provide push-in and pull out support based on data from assessments. Supplemental Contracts will be available for Before or After School Tutoring with Certificated Teachers. Teachers will receive training in Write Tools. Students will have access to supplemental online subscriptions such as Scholastic News.*

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

**As a site, we plan on supporting our SWD, SED, AA and Hispanic Students by:** *Conducting weekly grade level PLC meetings to determine students' academic needs and supports through Continuous Cycle of Improvement. Teachers will hold quarterly 'data chats' and 'goal setting' with students. Teachers will provide high quality Tier 1 instruction and Tier 2 supports using supplemental curriculum in addition to FUSD's guaranteed viable curriculum. Conduct monthly COST / SST for selected Tier 2 and 3 students needing additional support. Teachers and Admin. will meet quarterly to discuss data and students' progress along with setting student, class and schoolwide goals. Admin will conduct classroom visits along with providing feedback to teachers. Tutoring will be provided focusing on Tier 2 and 3 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
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p><b>K-2 grades:</b></p> <ul style="list-style-type: none"> <li>OG implementation rubric</li> <li>Phonics screener</li> </ul> <p><b>1-6 grades:</b></p> <ul style="list-style-type: none"> <li>Fluency Screener</li> <li>Admin. classroom observations to assess alignment to standards and use of Wonders curriculum.</li> <li>Classroom walks/visits utilizing FUSD Instructional Practice Guide</li> <li>CFA</li> <li>Data Chats and goal setting conferences</li> </ul>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p><b>K-2nd grade:</b></p> <ul style="list-style-type: none"> <li>Kinder FSA</li> <li>i-Ready D1 &amp; D2 on grade level and Stretch growth proficiency</li> <li>Quarters 1-3 fluency (WCPM &amp; Comprehension)</li> </ul> <p><b>3rd-6th Grade:</b></p> <ul style="list-style-type: none"> <li>i-Ready D1 &amp; D2 on grade level and Stretch growth proficiency</li> <li>Quarters 1-3 fluency (WCPM &amp; Comprehension)</li> <li>SBAC FIABs &amp; IABs</li> </ul>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p><b>K-2nd grade:</b></p> <ul style="list-style-type: none"> <li>Kinder FSA- D3</li> <li>i-Ready Proficiency D3</li> <li>Qtr. 4 Fluency (meeting WCPM &amp; Comprehension)</li> </ul> <p><b>3rd-6th Grade:</b></p> <ul style="list-style-type: none"> <li>i-Ready D3 on grade level and Stretch growth proficiency</li> <li>Quarter 4 Fluency (meeting benchmark- WCPM &amp; Comprehension)</li> <li>SBAC Proficiency and DFS</li> </ul>

**Action 2 :**

**Math Improvement**

**Action Details:**

**MATH:** Increase the number of proficient K-6th grade students in math and bridge the achievement gap through high quality Tier 1 instruction aligned with Common Core State Standards, supported by a robust 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-**

- Use of Engagement Continuum
- Instructional materials and resources that are aligned to Math CCSS will be provided for high level of student engagement and access to rigorous content.
- All students will receive quality Math instruction aligned to Common Core State Standards, using the District's Guaranteed and Viable Curriculum (GVC), focus on challenging content, student ownership, and ongoing improvement
- i-Ready Diagnostics, Common Formative Assessments (CFA), Frequent Interim Assessment Blocks (FIAB) and Interim Assessment Blocks (IAB) will be utilized to identify students progress in mastering grade level math standards.
- PLCs will create and administer CFA/ CSAs aligned to Essential Learnings (minimum of 1 per chapter)
- The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
- All students in grades 2-6 will be provided with the opportunity to meet with their classroom teacher in a one-on-one setting for DATA chats to develop academic and study skills goals and plan strategies to attain the goals.
- A Math Master Club will be established to recognize students who have mastered their grade level basic math facts. It will also include a challenge club to motivate students who need acceleration in math.
- After each i-Ready Diagnostic assessment we will celebrate students who met their growth and stretch goals.

- Technology will be purchased to support our goal of every student moving one grade level or more each year. This will include but not be limited to computers, laptops, carts, and online subscriptions or software.

**TIER 2-**

- All students in grades K-6 will receive differentiated Math instruction RTI to address learning gaps in essential grade level standards based on students' assessed needs as determined by i-Ready Diagnostics, CFAs, FIABs and/or IAB.
- The school will develop and provide before or after school intervention to support students who are receiving a D or F in math.
- Students will have opportunity to review and retake assessments.

**TIER 3-**

- Identified students will be referred to the COST/Student Success Team (SPED and GE teachers will participate through sub release) in order to determine appropriate Tier 3 intervention supports.
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs
- SPED identified students will receive direct services from the RSP Team.
- Tutoring and Supplemental contracts will be provided to teachers and/or classified to support students with before or after school tutoring.

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*

- **MATH- 4 students**

**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 access to Nearpod, Certificated Substitutes to allow teachers to attend COST/SST meetings, purchase materials for intervention and/or enrichment instruction*

**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 utilizing supplemental contract for ELPAC assessor, release days for data chats between Admin/Teacher and Teacher/Students, Certificate Subs to allow PLC to plan quarterly and look at data, Before and/or after school tutoring, Teaching Fellows during RTI for grades 3-6*

**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

- Teachers will monitor quarterly EL progress through data from ELLEVATIONS and i-Ready Diagnostics
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support their individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, ISLPs and Parent Square.
- Parent University classes will be offered as an ongoing parent/student education efforts.
- English Learners students will participate in quality Tier 1 instruction with high expectations, challenging content and a high level of student ownership
- All English Learners will receive Designated and Integrated English Language Development through small group instruction.
- English Learners who need extended learning support will participate in tutoring before or after school
- Assessment results including ELPAC will be shared with parents during conferences, School Site Council and other parent meetings
- Materials and resources will be provided to support instruction addressing student's academic needs.

## Student Groups

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

**With Title 1 funds we plan to support: SWD, SED, Hispanic students and AA students**—by providing *Certificated Substitutes* for release time to allow teachers to attend COST/SST meetings; access to Nearpod Subscription; purchase materials for intervention and/or enrichment instruction.

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

**With 7090 or 7091 funds we plan to support SWD, SED, Hispanic and AA students**— by providing *Quarterly Certificated Substitutes* for teachers to collaborate in lesson planning— by analyzing data, gathering feedback on lessons and assessments, and backwards mapping standards. Provide *Certificated Subs (1st & 3rd Quarter)* for *Data Chats with Admin*. We will hire *Teaching Fellows* to provide push-in and pull out support based on data from assessments. *Supplemental Contracts* will be available for *Before or After School Tutoring with Certificated Teachers*. Teachers will receive training in *White Tools*. Students will have access to supplemental online subscriptions such as *Reflex Math, i-Ready My Path Lessons, Starfall...*

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

**As a site, we plan on:** Conducting *weekly grade level PLC meetings* to determine students' academic needs and supports through *Continuous Cycle of Improvement*. Teachers will hold quarterly 'data chats' and 'goal setting' with students. Teachers will provide high quality *Tier 1 instruction and Tier 2 supports* using supplemental curriculum in addition to FUSD's guaranteed viable curriculum. Conduct monthly *COST / SST* for Tier 2 and 3 students needing additional support. Teachers and Admin. will meet quarterly to discuss data and students' progress along with setting student, class and schoolwide goals. Admin will conduct classroom visits along with providing feedback to teachers. Tutoring will be provided focusing on Tier 2 and 3 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-6 grades:**

- Admin. classroom observations to assess alignment to standards and GoMath curriculum.
- Classroom walks/visits utilizing FUSD Instructional Practice Guide
- CFAs
- 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.

**Kindergarten:**

- Kinder FSA
- i-Ready D1 & D2 on grade level and Stretch growth proficiency

**1st -6th Grade:**

- i-Ready D1 & D2 on grade level and Stretch growth proficiency
- Math Fact Goal for Qtr. 2 & 3
- SBAC FIABs & IABs

### 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 grade:**

- Kinder FSA- D3
- i-Ready Proficiency D3

**3rd-6th Grade:**

- i-Ready D3 on grade level and Stretch growth proficiency
- Quarter 4 Math Fact Goal for Qtr. 4
- SBAC Proficiency and DFS

# 2025-2026 SPSA Budget Goal Subtotal

## State/Federal Dept 0165 Tatarian Elementary

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Subscriptions: Reflex Math, Positivity Project, Nearpod, Starfall etc.	11,071.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies: ELA/Math supports, intervention, enrichment supports, etc. - No Food or Incentives	961.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows: Response to Intervention 2 @ 3 days/week (3rd-6th)	17,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning Days (3 days/year, TK-6th, 60 subs) & Assessment Days (TK-1 @ 3 days/year, 24 subs)	25,048.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats - Quarter 1 & 3 (2 subs/day=8 subs)	2,147.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			COST/SST Meetings (2 teachers-9 days)	5,368.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			PLC Planning Days (Before School)	7,356.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts: Before/After School Tutoring (22 hours)	1,840.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts: Extra Paid Contracts (34 hours)	9,808.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Write Tools, SEL supports, Elective Wheel, Incentives, Awards, Family Engagement, Response to Intervention, Food Incentives, Celebrations etc.	36,850.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and equipment	4,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (30 hours)	3,189.00

**\$124,638.00**

**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 %	79.2 %	2024-2025	84.3 %

**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.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall 2024 Climate and Culture Student Survey declined 3% (82% to 79%) from Fall 2023.

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

1. Minimal opportunities for student involvement on campus due to lack of sponsors for clubs.
2. Limited community experiences on and off campus
3. Need for more text to self, real world connections curriculum
4. RCA small groups and Tier 2 Specialist started late (2nd quarter)

**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.

1. Increase extra-curricular activities such as clubs, 'reverse inclusion' and peer mentoring, school-wide jobs
2. Increase small group time with RCA
3. Provide opportunities for visits from community members
4. Improve process of RCA referrals

### 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 Engagements

Partially Implemented

The actions were partially implemented. Students participated in cultural based assemblies and presentations along with 4-6 graders participating in music (recorders, choir, strings and band). There was limited opportunities for student to participate in clubs and school jobs.

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 Engagements

Ineffective

The actions were ineffective- The 3% decrease in the Fall Climate & Culture survey data shows that student don't feel connected to school.

### 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.

- Provide opportunities for more real world experiences through community members and field trips
- Will increase number of extra curricular activities available for students
- Will start RCA small groups in the 1st quarter

### 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:

- Opportunities for Community Members share careers
- After school tutoring

ELAC:

Rolled into SSC

Staff:

- start peer mentor
- Provide learning lessons including text to self, real world connections
- school-wide jobs and clubs

- peer reading buddies

## Action 1 :

### Student Engagements

#### Action Details:

Tatarian Elementary Staff is committed to providing and expanding a positive student centered school climate and culture along with real-world world experiences which will enable students to feel connected to school. To help Tatarian Students prepare for college and career, the following actions will be implemented by engaging students in promoting intellectual curiosity, critical thinking and problem solving activities.

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 students will have opportunities to participate in multi-cultural assemblies, career presentations from community members, and field trips to foster awareness of career opportunities and real learning experiences
- All students will participate in weekly Positivity Project class meetings and district adopted Second Step curriculum
- Student jobs will engage and encourage student to be responsible, dependable and trustworthy
- Supplemental contracts for Certificated and Classified Staff to support clubs
- Funds will be used to purchase equipment for sports teams, items for clubs and enrichment activities
- Opportunity for students to participate in "Reverse Inclusion" in our Autism classrooms
- Students in 3-6th grades will have opportunity to peer mentor/support students K-2 grade.
- Teachers will provide learning opportunities connecting text to self real world connections

#### **TIER 2-**

- RCA will provide Peer Mediation Conflict resolution for students TK-6 grade. Including but not limited to the following subgroups: socioeconomically disadvantaged, Foster Youth, SPED, Hispanic and African American.
- The school will monitor who is not engaged in GOAL 2 activities and provide opportunities for those students.
- School will strategically select students in significantly disproportionate significant subgroups, SPED, Foster Youth from grades 3-6 to participate in activities such as-- after school sports, clubs, Student Jobs, Student Leadership Club, Safety Patrol
- Students in significantly disproportionate significant subgroups will have access to Tatarian's RCA and Hawks Nest

#### **TIER 3**

- Students from disproportionality/significant groups will receive first priority for student jobs.
- Provide district funded 'late' bus to allow students to participate in After School Extended Day activities

#### **MATERIALS & SUPPLIES**

- sports equipment
- games for clubs --ie. board games, cards, yard games
- Supplies for science, art and enrichment activities- crayons, pens, paint, paper, glue, craft items..
- Rewards for SPIRIT winners-- such as: food, school supplies, toys
- Social Emotional based assemblies
- Cultural Awareness assemblies
- Food for activities
- Assembly for meeting Criteria of Success
- Shirts for student academic events

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.

N/A

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

N/A

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

N/A

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.

- English Learners students will be provided opportunities to engage in Goal 2 activities.
- Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.

## Student Groups

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

We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students for: Enrichment activities such as 'elective wheel' and Lunch Clubs

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

We will utilize some of the 7090/7091 Funds for SWD, SED, Hispanic and AA students for: Materials and Supplies for lunch clubs.

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

**As a site we plan on supporting our SWD, SED, Hispanic and AA students:**

- Provide opportunities for more real world experiences from community members and field trips
- Lunchtime Clubs available for students to choose from
- First priority for- 'Elective Wheel', student jobs
- Activities such as --Peach Blossom, Leadership-, Spelling Bee, Sports, Chess Club, Peer Mentoring

## 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.

- Outcomes monitored by Admin. Team, SEL team, and Cultural Climate Team.
- Student engagement participation will be analyzed quarterly

**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.

- Outcomes monitored by Admin. Team, SEL team, and Cultural Climate Team.
- Outcome measured through 1st semester CC survey

**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.

- Outcomes monitored by Admin. Team, SEL team, and Cultural Climate Team.
- Responses on the CC Survey will increase 5% compared to last year.

**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	✓		21.5 %	2023-2024	20.9 %
Suspension Rate	✓	0 %	1.8 %	2023-2024	1.47 %

**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.

Based on the metrics of Goal 3- Chronic Absenteeism declined 6.9% over the past year (21.5% Chronically Absent). Identified student groups are: AA-31.8% and SWD-36.5% Suspensions decreased. Identified student groups are: AA-(9.1%) and SWD (3.8%),

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

1. High percentage of students exposed to trauma
2. Tier 2 and Tier 3 students lacking tools necessary to cope with anxiety and stress
3. Low participation of attendance meetings

**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.

1. Build adult/student relationships and increase supervision in unstructured areas
2. Weekly/ Monthly incentives for attendance and positive behavior

3. Increase communication between school and home

### 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: Social Emotional Supports

Partially Implemented

The action was partially implemented-- Safe & Civil CHAMPS/MAC, Second Step and Olweus Bullying Prevention Curriculum was not utilized by all teachers with fidelity. Tier 2 Specialist started meeting with students 2nd quarter 2-days a week.

Action 2: Improve Attendance Through Engagement

Partially Implemented

The action was partially implemented-- Attendance meetings with Admin started late due to Office assistant absent 2 day/week 1st semester. Lack of resources for parent / family follow up continues to be a factor.

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: Social Emotional Supports

Partially Effective

The action was partially effective- Suspension decreased overall 2.2% to 1.8% (0.4%). Low performing AA and SED also declined while SWD increased.

Action 2: Improve Attendance Through Engagement

Effective

The action was effective- Chronic Absenteeism declined 6.9% over the past year (21.5% Chronically Absent), including our low performing student groups.

### 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.

- We will develop 'elective wheel' and lunch time clubs.
- RCA and Tier 2 Specialist will begin small groups within first month of the school year
- We will develop an incentive for attendance and positive behavior.

**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:**

- discussed need for Social Emotional support for site and why SSW needed to be funded from the site budget

**ELAC:**

Rolled into SSC

**Staff:**

- NTA training
- peer mentors
- Friday elective wheel
- incentives--attendance, classwork
- lunch club

**Action 1 :**

## Improve Attendance Through Engagement

**Action Details:**

Tatarian Elementary will utilize a school-wide incentive program to improve attendance rates for all students while implementing a system of support for our chronically absent students. Tatarian Elementary Staff will provide positive school environment to encourage all students to attend school every day while providing supports for families of students with chronic attendance issues.

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 for site staff focusing on increasing student motivation and engagement in school. (ie.. 'Levels of Engagement Continuum', 'I Wish My Teacher Knew...')
- Incentives provided to students / classrooms with meeting attendance goals as determined by the School Climate Culture Team and Admin will be recognized
- One class from each grade level with the highest attendance rate and lowest tardy rate will be honored with the HAWK Attendance Award
- Goal Setting & incentives for students with Chronic Absenteeism to improve attendance will take place with teacher, Office Assistant and/or Admin.
- Encourage ALL students to participate in Goal 2 opportunities
- Encourage students to participate in Before and After School Extended Learning Program
- Students in significantly disproportionate subgroups will be offered and encourage having 'school jobs'

**TIER 2-**

- Tier 2 and Resource Counseling Assistant
- Participation in "Hawks Nest" during recess
- Monthly COST/SST meetings
- Biweekly TST meeting

**TIER 3-**

- Teachers, Tier 2 Specialist, RCA and Administration will conduct 'check-ins' with identified students, hold conferences and develop incentives contracts for students with chronic attendance. Targeted students will include but not limited to- our significantly disproportionate subgroups.

- **Social Emotional Team & Administration will make home visits and/or conference with families to provide the necessary supports needed**
- **Office Assistant to provide support to parents and students with chronic attendance issue**

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 N/A

**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...N/A

**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...N/A

**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.

- English Learner Students will be provided opportunities to engage in GOAL 2 activities. Admin. will monitor GOAL 2 to ensure these students are engaged in GOAL 2 opportunities.
- English Learners will participate in weekly class meetings and Second Step lessons around the 4 social emotional competencies of Self Management, Self-Efficacy, Growth Mindset and Social Awareness
- Administration will communicate directly with parents of EL students

## Student Groups

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

**We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students to participate in:** "Hawks Nest" and Peer Mediation Conflict resolution with RCA

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

**We will utilize some of the 7090/7091 Funds for SWD, SED, Hispanic and AA students for:** Incentives and awards for attendance, participation in 'Hawks Nest' with RCA

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

- Bi-weekly TST meetings with SEL team (Tier 2 Specialist, RCA, School Psychologist, and Admin)
- Monthly COST/SST for identified Tier 2 and/or 3 selected students
- Conduct 'check-ins', Goal Setting & incentives for students with Chronic Absenteeism to improve attendance will take place with Tier 2 Specialist, teacher, Office Assistant and/or Admin.
- Encourage ALL students to participate in Goal 2 opportunities
- Encourage students to participate in Before and After School Extended Learning Program
- Students in significantly disproportionate subgroups will be offered and encourage to participate in Lunch Clubs, 'school jobs', 'Hawks Nest' during recesses
- Start Classroom and School-wide incentive program

## 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.

Decrease chronic absenteeism rate monthly compared to 2024-2025 school year.

Review/Analyze attendance data by school, grade level and classroom

Outcomes monitored by Admin Team, Teachers and SEL team

### 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.

Decrease chronic absenteeism rate monthly compared to 1st semester of the 2024-2025 school year.

Review/Analyze attendance data by school, grade level and classroom

Outcomes monitored by Admin Team, Teachers and SEL team

### 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.

Decrease chronic absenteeism rate monthly compared to 2024-2025 school year.

Review/Analyze attendance data by school, grade level and classroom

Outcomes monitored by Admin Team, Teachers and SEL team

## Action 2 :

## Social Emotional Supports

### Action Details:

Tatarian Elementary will implement a Multi-Tiered System of Support to integrate research-based district adopted programs to support Response to Intervention (RTI) and Social Emotional Learning (SEL) to decrease school suspension rates. Staff will build positive relationships while providing every student the social emotional support they need in order to succeed both socially and academically.

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-

- Students will receive social emotional supports for through weekly class meetings and utilization of Second Step, Class Meetings That Matter, & Olweus Bullying Prevention curriculum
- Teachers will utilize Zones of Regulation, Growth Mindset and Power of YET strategies and verbiage with students
- Safe and Civil CHAMPs / MAC will be used in the classroom with fidelity
- All students will be provided daily/weekly social/emotional lessons focused on the four social-emotional competencies through the Positivity Project 24 - Positive Psychology Character Strengths and Virtues Curriculum
- RCA will provide "Hawk's Nest"- recess/lunch alternative activities.
- Provide a variety of lunch time intramurals and clubs to motivate and engage students during school
- NTA's will attend monthly trainings focusing on supervision structures, positive student engagement, and building student relationships.

- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block T
- Administration will hold a 'New Student' welcome orientation to welcome new students to Tatarian which will take place in August and January
- Students participate in 'Reverse Inclusion' in Room 1&2

**TIER 2-**

- Tier 2 Specialist and Resource Counseling Assistant will support identified students social emotional competency needs and assist in building student's engagement in school through small group activities that promote development of social-emotional skills and positive interactions.
- Culture & Climate Team will identify priorities, common trends, disproportionalities and develop systems and structures to connect individual students with available supports and interventions
- Identified 5<sup>th</sup> & 6<sup>th</sup> grade students will attend a mentor program with RCA focusing on character, leadership development, self-management, and a positive growth mindset. Targeted students will include but not limited to- our significantly disproportionate subgroups.

**TIER 3--**

- SEL Team (Admin, School Psychologist, Tier 2 Specialist and RCA) will identify students needing Tier 2 & 3 Social-Emotional supports needs through monthly SST and bi-weekly TST meetings. This will consist of putting appropriate support structures in place, providing counseling, and possible referrals to appropriate local agencies that can support students and family's needs.
- Referral for All 4 Youth Counseling

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.**

N/A

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

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

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

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

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

- English Learners will be provided with necessary supports to ensure they succeed both in the academic and social emotional realm.
- English Learners students will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from Tier 2 Specialist and RCA

## Student Groups

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

**We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students to participate in: Small group Peer Mediation Conflict resolution from RCA,**

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

**We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students to participate in: Monthly COST/SST for identified Tier 2 and/or 3 selected students; Incentives for incentive awards, Positivity Project**

Subscription

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

- Bi-weekly TST meetings with SEL team (Tier 2 Specialist, RCA, School Psychologist, and Admin)
- Monthly COST/SST for identified Tier 2 and/or 3 selected students
- Tier 2 Specialist and Resource Counseling Assistant will support identified students social emotional competency needs and assist in building student's engagement in school through small group activities that promote development of Peer Mediation Conflict resolutions, social-emotional skills and positive interactions.
- All 4 Youth counselor will support identified Tier 3 students
- Support families and students by receiving services through Tier 2 Specialist, RCA, School Psychologist and/or All 4 Youth
- Receive FUSD GVC-Second Step, Class Meetings that Matter, Olweus program along with Positivity Project lessons
- Mentor program with RCA focusing on character, leadership development, self-management, and a positive growth mindset.
- Culture & Climate Team will identify priorities, common trends, disproportionalities and develop systems and structures to connect individual students with available supports and interventions

## 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.

Decrease in suspensions monthly compared to last year (2024/2025).

Outcomes measured in monthly CCT and SEL Team (Admin, Tier 2 Specialist, School Psychologist, and RCA) to review/analyze suspension data by school, grade level, teacher and area of incidents

Outcomes measured by Admin Team, TST, and Climate & Culture Team.

### 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.

Decrease in suspensions by 1st semester compared to last year (2024/2025).

Outcomes measured in monthly CCT and SEL Team (Admin, Tier 2 Specialist, School Psychologist, and RCA) to review/analyze suspension data by school, grade level, teacher and area of incidents

Outcomes measured by Admin Team, TST, and Climate & Culture Team.

### 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.

Decrease in suspensions compared from last year(2024/2025) to this year.

Outcomes measured in monthly CCT and SEL Team (Admin, Tier 2 Specialist, School Psychologist, and RCA) to review/analyze suspension data by school, grade level, teacher and area of incidents

Outcomes measured by Admin Team, TST, and Climate & Culture Team.

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary

## G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3051		12,877.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA Extra Hours-COST/SST meetings, home visits, family connection, Girl Power, TST meetings etc.	2,484.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1324		5,589.00

**\$20,950.00**

**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	✓	88.5 %	91.8 %	2024-2025	93 %

**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.

1. Lack of staff Professional Development to help meet needs of students and classroom
2. Need for Admin Team to provide consistent feedback and strategies for Staff

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

1. Limited professional learning meeting time
2. Need for teacher voice to support in meeting student needs
3. Challenges with Admin conducting class visits and walks with fidelity.

**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.

1. Provide opportunities for all staff to voice input through surveys, feedback forms, committees (CCT / Lead Teachers) along with open discussions during PLs.
2. Admin will provide updates weekly to keep staff connected
3. Leverage Leadership decisions utilizing CCT, Lead Teachers, and SSC to identify areas of growth.
4. Admin. team will utilize calendaring to schedule class visits/walks

**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: Staff Engagement

Partially Implemented

The action was partially Implemented due to limited Professional Learning hours (1 hour/month) along with limited classroom visits due to outside distractions (ie.-student behaviors, parent concerns, meetings)

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: Staff Engagement

Partially Effective

This action was Partially Implemented- there was a decrease of 6% from question 'We have a culture that provides staff with the following: Feedback to improve and grow'. There was an overall increase of 2% in 'Organizational Environment'

**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.

- Academic Coach will provide 'coaching cycles' to build teacher's capacity
- Fund substitutes for PLC/teacher data chats and planning days for action planning, collaboration and reflection
- Offer differentiated and 'optional' PL meetings.
- Calendar Class Walks with Admin Team and/or Academic Coach to provide feedback to teachers

**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 hire high quality staff when openings occur

ELAC:

Rolled into SSC

Staff:

- Teacher Training- Classroom Management / CHAMPs,
- Planning Day subs
- Opportunities to visit other classrooms
- NTA and Para trainings

## Action 1 :

### Staff Engagement

#### Action Details:

Tatarian Administration is committed to creating a welcoming, safe and inclusive climate which all stakeholders are valued, informed and treated with respect. Administration will strive to help all staff members grow intellectually, while accepting individual values and cultural diversity.

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

- Staff survey/opportunities for feedback and needs
- Provide opportunity for staff building activities, 'shout-outs' and positive feedback
- Professional Development and collaborations including- Best Practices, SBAC Claims & Targets, CCSS, Interim Assessments, Fluency, Foundational Reading skills, CCSS, Writing Strategies such as "Write Tools", Social Emotional Learning, Climate and Culture improvement, Gifted and Talented Education, Exemplary Physical Education Curriculum (EPEC), and Cultural Proficiency training and academic teaching strategies for all staff.
- Monthly Professional Training and meetings for Noon Time Assistants and Para-Professionals
- Weekly Grade level Professional Learning Community meetings to collaborate, co-plan, develop teaching cycle calendars, develop CFAs, develop/adjust intervention
- Provide grade level release days for beginning of year, and each quarter to focus on instructional planning
- Optional Book Study/ PLs focusing on 'how to' and strategies to meet students' social-emotional needs and build responsibility, relationships, and respect in the classroom
- Be mindful of our staff diversity needs, when interviewing qualified candidates while including diverse representation of Teaching and Classified Staff on Hiring Panels.
- Increase recruitment of diverse parent participation for the School Site Council and other parent organizations

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.

- Professional Learnings focusing on - RFEP monitoring & interventions, integrating ELD standards, EL monitoring and intervention.
- Continue Professional Development to deepen knowledge of Cultural Proficiency for all staff.

### Student Groups

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

Certificated Substitutes for COST meetings to increase teachers 'toolbox' and capacity of supports for students

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

Funding for grade level PLC planning

Funding for ELPAC assessors

Professional Learning opportunities such as Write Tools

Support for Tier 2 and 3 students through tutors and online subscriptions such as MyPath, Reflex, Scholastic News,

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

Provide Professional Learning Opportunities and collaborations including- Best Practices, SBAC Claims & Targets, CCSS, Interim Assessments, Fluency, Foundational Reading skills, CCSS, Writing Strategies such as "Write Tools", Social Emotional Learning, Climate and Culture improvement, Gifted and Talented Education, Exemplary Physical Education Curriculum (EPEC), and Cultural Proficiency training and academic teaching strategies for all staff.

## 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.

We will measure effectiveness of Professional Learnings around Foundation Skills, Coaching Cycle through outcomes of i-Ready Math and ELA Diagnostic administrations

Outcomes monitored by Admin team, Coach And Teachers

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.

We will see an increase from the Fall Climate & Culture Survey from the Spring 2025 survey.

Outcomes monitored by Admin team, Coach, CCT team and Teachers

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.

We will see an increase from the Spring Climate & Culture Survey 2026 from the Spring 2025 survey.

Outcomes monitored by Admin team, Coach, CCT team and Teachers

**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	✓	95.2 %	90 %	2024-2025	92 %

**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.

1. Need of increase communication to families regarding student's progress.
2. Challenge having families get involved and feel they are included in the decision making process.

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

1. Lack of Families updating contact information for Parent Square Messages
2. Less than 50% of families participated in Climate Culture Survey
3. Not all families feel comfortable or have means to attend school activities.

**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.

- Admin and Staff increase positive communication to families
- Increase awareness and communication around completing FUSD Family Climate & Culture Survey
- Continue communicating to families through school & classroom newsletters, Parent Square, weekly phone messages and Marquee.

**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: FAMILY ENGAGEMENT

Partially Implemented

The Action was partially implemented due to inconsistencies with staff entering and/or acknowledging positive behaviors on a weekly basis, only 1- Informational 'Coffee hours' with admin was held,

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: FAMILY ENGAGEMENT

Partially Effective

The action was partially effective due to decrease of 8% on Climate Culture Survey question "My child's school frequently updates me about my child's progress, even though we had a 1% growth over all in Family Engagement.

**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.

We will strengthen our efforts to increase family engagement by- staff conducting weekly or biweekly positive phone calls or note to families, Staff entering 1-2 positive behaviors into ATLAS, Parent-Student handbook available digitally, incentives for parents to attend meetings.

**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:

Parent meetings- coffee /informational hour  
Home School Liaison (HLS)

ELAC:

Rolled into SSC

Staff:

Incentive programs  
funding for HSL

## Action 1 :

# FAMILY ENGAGEMENT

### Action Details:

Tatarian will increase inclusive opportunities for families to engage in their student's education while creating a welcoming place where they feel respected, valued, informed and heard. Tatarian staff is committed to establishing engagement opportunities and an environment where culturally proficient two-way communication is provided.

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-**

#### **Communication**

- Admin. and Office Staff will ensure phone calls and questions are answered in a timely matter
- Parent handbook will be available in the office and online at the beginning of the year- information regarding policies, schedules, and events along with staff contact information
- Teachers will send home Student Progress Reports and Report Card including results from- KAIG, BAS and/or i-Ready Diagnostic (Quarterly)
- Teachers and Staff will make phone calls home and/or send postcard to report something positive to parents to encourage students and parents.
- District, school, and classroom communications will be available to all families in a variety of formats—through Parent Square phone call recordings, social media platforms, emails and text messages, printed materials, use of the marquee, banners and posters, Messages on Marquee and online the Parent Square platform.
- Tatarian Times Parent newsletter

#### **Classroom Opportunities-**

- Parent - Teacher Conferences to discuss students academic success and needs
- Parent / Guardian Phone Calls and emails will be responded within 24 hours
- Teachers and Staff will enter positive behaviors on ATLAS weekly
- Encourage and provide opportunities for Parent Volunteers in Classroom

#### **School Based Opportunities-**

- Student Award and Celebration Assemblies
- Coffee hour informational trainings with administration and/or SEL Team. (Quarterly)
- Encourage participation in School Site Council and PTA to discuss and help make social activities and educational needs decisions for students
- PTA sponsored events
- On site parent/guardian volunteers
- 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, Back to School Night, Open House, etc.

### **TIER 2 &3-**

- Meeting with parents through SSTs of identified TK-6 graders who are struggling academically and/or social emotionally.
- Parents of students identified to work with our Tier 2 Specialist and/or Resource Counseling Assistant will be informed and asked to be involved in the process.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social emotional and/or attendance support will receive increased communication / collaboration for goal planning and progress monitoring towards improvement.

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.

- Student Awards will be given for EL redesignation.

- Parent University Classes
- Support from School Social Worker and RCA
- Attend student extra curricular activities
- Parents will receive Progress Reports after each ELPAC and i-Ready Diagnostic
- Parents will be invited to SST meetings for identified students to collaboratively develop interventions necessary to support individual students' needs.

## Student Groups

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

We plan to use some of 3010 Funds to promote parent engagement activities and material / supplies.

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

We plan to use some 7090/7091 funds to promote parent engagement, and promote acknowledgement of student growth and progress through award recognition efforts.

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

As a site we will continue to provide family engagement activities such as Back to School Night, Open House / Art Extravaganza, Parent/Teacher Conferences, PTAsponsored Family Nights, Award Recognition Assemblies, Admin./Parent Informational Meetings. Staff will communicate to families through– positive phone calls, positive notes to families, classroom newsletters, Tatarian Times -(school wide newsletter bi-monthly), Marquee, Parent Square, emails, and/or social media platforms. SEL Team (School Psychologist, Tier 2 Specialist, RCA, and Admin) will meet with parents of identified students needing extra academic and/or social emotional support.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

**Short-Term (Learning)**  
Expect to see

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

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

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Increase in attendance at Title 1 Parent Meeting / Back to School Night and Parent Conferences

Outcomes will be measured by attendance rosters and monitored by Admin and Teachers

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

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*Shape these behaviors...*

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

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Increase in Fall Climate and Culture Survey compared to the Spring (2025) survey.

Outcomes monitored by Admin and teachers

**Long-Term (Change in Condition)**  
Hope to see

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*And ultimately achieve these impacts.*

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

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Increase in Fall Climate and Culture Survey compared to the Fall 2025 survey.

Outcomes monitored by Admin and teachers

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food or Incentives	980.00

**\$980.00**

# 2025-2026 Budget for SPSA/School Site Council

## State/Federal Dept 0165 Tatarian Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Subscriptions: Reflex Math, Positivity Project, Nearpod, Starfall etc.	11,071.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF: Response to Intervention 2 @ 3 days/week (3rd-6th)- Split funded with 7090	17,961.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning Days (3 days/year, TK-6th, 60 subs) & Assessment Days (TK-1 @ 3 days/year, 24 subs)	25,048.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats - Quarter 1 & 3 (2 subs/day=8 subs)	2,147.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			COST/SST Meetings (2 teachers-9 days)	5,368.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			PLC Planning Days (Before School)	7,356.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts: Before/After School Tutoring (22 hours)	1,840.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts: Extra Paid Contracts (34 hours)	9,808.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Write Tools, SEL supports, Elective Wheel, Incentives, Awards, Family Engagement, Response to Intervention, Food Incentives, Celebrations etc.	35,611.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology and equipment	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF: Response to Intervention 2 @ 3 days/week (3rd-6th)- Split funded with 3010	739.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (30 hours)	3,189.00
G2A1	Sup & Conc	Instruction	Direct-Food			: Nutrition Services for Field Trips (i.e., Insulated bags, etc)	500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3051		12,877.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			RCA Extra Hours-COST/SST meetings, home visits, family connection, Girl Power, TST meetings etc.	2,484.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1324		5,589.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation - No Food or Incentives	980.00

\$146,568.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$30,012.00
Sup & Conc	7090	\$107,778.00
LCFF: EL	7091	\$8,778.00
<b>Grand Total</b>		<b>\$146,568.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$124,138.00
G2 - Expand student-centered and real-world learning experiences	\$500.00
G3 - Increase student engagement in their school and community	\$20,950.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$980.00
<b>Grand Total</b>	<b>\$146,568.00</b>