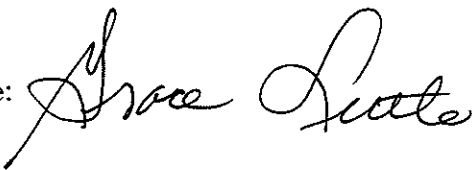


Fulton

10621666112619

Principal's Name: Grace Settle

Principal's Signature: 

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

Table of Contents	
Topic	Details
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	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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 - Grace Settle	X				
2. Chairperson - Teri Helton			X		
3. Camille Santos			X		
4. Bob Gonzalez			X		
5. Joshua Salven		X			
6. Marisol Salazar			X		
7. Andrea Cruise				X	X
8. Ethan Cruise					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.

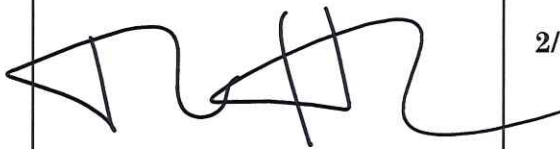
☒ ELAC voted to consolidate with the SSC.

Date 2/27/25.

Required Signatures

School Name: Fulton

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Grace Settle		2/27/25
SSC Chairperson	Teri Helton		2/27/25

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

Fulton - 0188

ON-SITE ALLOCATION

3010	Title I	\$2,163 *
7090	LCFF Supplemental & Concentration	\$10,931
7091	LCFF for English Learners	\$736

TOTAL 2025/26 ON-SITE ALLOCATION	\$13,830
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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	\$84
Program Budget	\$2,079
Total Title I Allocation	\$2,163

ESSA Assistance Status: Not Identified for Assistance

Fulton School 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
SBAC ELA - percentage of students met/exceeded standard	✓	51.1 %	0 %	2023-2024	5 %
SBAC Math - percentage of students met/exceeded standard	✓		0 %	2023-2024	5 %

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.

The data reveals significant gaps in student achievement, particularly in English Language Arts (ELA) and Math, as measured by SBAC assessments. The percentage of students meeting or exceeding the required standard is currently at 0%, highlighting a critical need for targeted instructional interventions and support.

The core problem of practice appears to be ineffective instructional strategies and insufficient interventions to support student learning in literacy and mathematics.

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

1. Instructional Strategies: Need to improve evidence-based instructional strategies
2. Targeted Interventions: There is a need for early literacy and remedial support for struggling students,
3. Professional Development: Teachers need to be provided with the training needed to implement best practices and data-driven instructional methods,

4. Utilization of Data: Need to use assessment and performance data to drive instructional adjustments effectively

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. Instructional Strategies: There is a need to adopt evidence-based instructional practices that are aligned with state standards and the rigor of the SBAC assessments. This requires providing teachers with targeted, ongoing professional development and coaching focused on modern, research-backed methods. Additionally, instructional strategies should be differentiated and culturally responsive to meet the diverse needs of all students, especially those from under-resourced or historically low-performing groups.
- 2. Targeted Interventions: There is a need for clear need for robust, data-driven intervention programs that provide early and intensive support in literacy and math. This includes establishing remedial programs, small-group instruction, and one-on-one tutoring for students identified as struggling. Interventions should be designed to address the specific learning gaps of low-performing students, with an emphasis on closing the achievement gap among disproportionately impacted groups.
- 3. Professional Development: Enhancing professional development is key to equipping teachers with the skills and strategies needed for effective instruction and intervention. There is a need for comprehensive, ongoing training that is both differentiated and aligned with current educational research and assessment data. Special focus should be placed on training educators to implement culturally responsive teaching practices and to support the unique needs of students from disadvantaged backgrounds.
- 4. Utilization of Data: To transform instructional practices, there is a need for a robust data system that supports regular analysis and application of student performance data. This system should include training for teachers and administrators on effectively interpreting and using data to inform instructional decisions and interventions. Ensuring that data is leveraged to identify and address specific gaps—especially for students who are under-resourced or consistently underperforming—is essential for creating timely and effective instructional responses.

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: Improve Graduation Rate Partially Implemented

The actions were only partially implemented, as CTE courses, professional learning, and staff and student incentives were initiated, but the full structure necessary for optimal success was not yet in place.

Action 2: Reading Intervention Program Not Implemented

The actions were not implemented because the purchase order for Read 180 was initially denied due to inadequate language in the documentation.

Action 3: Improve Academic Performance by Improving Grades/GPA Partially Implemented

The actions were only partially implemented, as initial ILT, PLC, observation, and MTSS interventions were initiated, but the full structure necessary for optimal success was not yet in place.

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: Improve Graduation Rate

Partially Effective

3 out of 4 seniors on diploma track are on pace to graduate with ESY. 3 seniors are on certificate of completion and will transition into an adult program at the appropriate time.

Action 2: Reading Intervention Program

Ineffective

12 out of 13 students tested two grades or more below their reading level.

Action 3: Improve Academic Performance by Improving Grades/GPA

Partially Effective

96% of students are significantly behind in credits and 19% are below a 2.0 GPA. This is for a variety of reasons such as: on an IEP, with primary disability of emotional disability, with their mental health affecting their academic progress and being far below grade level in reading and writing.

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.

1. Strengthen Orientation & Access to Academic Tools

- Ensure Welcome Orientation Happens: Schedule mandatory Parent/Student Orientation at the start of the year with clear expectations and handbook review.
- Provide ATLAS & Clever Training:
 - Hold monthly workshops for students and parents on accessing and navigating ATLAS, Clever, and Khan Academy.
 - Embed ATLAS training into advisory.
- Implement Clever Tutorials: Ensure all students complete Clever tutorials within the first month of school.

2. Improve CTE & Career Readiness Programs

- Restructure CTE Courses:
 - Assign clear objectives and integrate job-readiness skills.
 - Provide flexible grouping to support students with anxiety.
- Expand Community Outings & Vocational School Visits:
 - Establish structured plans for industry and college visits with clear learning goals.
 - Provide support staff to encourage participation among reluctant students.
- Enhance Credit Recovery:
 - Assign a credit recovery coordinator to track student progress..

3. Strengthen Data Monitoring & Academic Interventions

- Quarterly Review of D's & F's:
 - Establish a consistent data review cycle with interventions for struggling students.

- Increase collaboration between teachers, counselors, and support staff to provide targeted academic interventions.
- Classroom Observations & Feedback:
 - Continue developing a structured observation-feedback cycle with district leadership.
 - Provide teachers with specific action steps and follow-up support after observations.
- Regular Family & Student Meetings:
 - Schedule academic progress review meetings every six weeks to ensure student success.

4. Professional Development & Staff Support

- Provide Training on Clever, ATLAS, & Other Platforms:
 - Conduct hands-on professional development for all staff on ATLAS, Clever, Khan Academy, and Read 180.
- Expand PLC & Professional Meetings:
 - Structure Professional Learning Communities (PLCs) around shared instructional goals.
 - Use ILT meetings to focus on data-driven instruction, SEL strategies, and writing instruction.
- Implement Targeted MTSS Interventions:
 - Conduct credit deficiency intervention reviews every six weeks to ensure students stay on track.
 - Develop data-driven intervention plans for at-risk subgroups.

5. Implement New Reading Programs Effectively

- Read 180 Implementation:
 - Fully integrate Read 180 into ELA and intervention periods.
 - Provide staff training to ensure effective implementation.
 - Track student progress to measure the impact of the program.

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/ELAC was pleased with the previous results of academic programs. They are also pleased with the newly added Read 180, as well as the data collection, and progress monitoring consistently. They are also in agreement that we need to provide the professional development necessary to implement our academic programs.

ELAC:

SSC/ELAC was pleased with the previous results of academic programs. They are also pleased with the newly added Read 180, as well as the data collection, and progress monitoring consistently. They are also in agreement that we need to provide the professional development necessary to implement our academic programs.

Staff:

Staff is also in agreement with SSC/ELAC and is pleased with the previous results of academic programs. They agree to renew. They are also pleased with the newly added Read 180, as well as the data collection, and progress monitoring consistently. They are also in agreement that we need to provide the professional development necessary to implement our academic programs. Staff would like more PD in the reading programs and i-Ready

Action 1 :

Improve Graduation Rate

Action Details:

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

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

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

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

Curriculum and Instruction

Direct instructional services for students focus on providing high-quality, standards-based education tailored to diverse learning needs. This includes:

- Core Curriculum: Implementation of state-adopted curriculum in English Language Arts (ELA), Mathematics, Science, and Social Studies.
- English Language Development (ELD): Designated and integrated instruction for English Learners (ELs) using research-based strategies like GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol).
- Special Education Services: Individualized instruction aligned with IEP goals, including accommodations and modifications to ensure access to grade-level content.
- Career Technical Education (CTE): Hands-on learning experiences that prepare students for college and career pathways.
- Social-Emotional Learning (SEL): Incorporation of SEL curricula, such as Second Step or PBIS strategies, to support emotional regulation and positive behavior.

Materials and Supplies Required

To ensure effective instruction, the following materials and supplies are necessary:

- Textbooks and digital curriculum platform Edgenuity
- Supplementary instructional resources (e.g., graphic organizers, sentence frames, leveled readers, manipulatives for math, science lab kits).
- Technology tools (e.g., Chromebooks, interactive whiteboards, document cameras, headphones for language development).
- Assessment tools (e.g., ELPAC testing kits, formative and summative assessments, progress monitoring tools like STAR Reading and STAR Math).
- Intervention materials for targeted small-group instruction (e.g., Read 180, System 44, LLI (Leveled Literacy Intervention)).

- Classroom supplies (e.g., notebooks, dry-erase boards, calculators, art supplies).

Multi-Tiered System of Support (MTSS) Integration

MTSS ensures a data-driven, tiered approach to support academic and behavioral needs:

- Tier 1 (Universal Supports):
 - High-quality differentiated instruction for all students.
 - Classroom-based interventions (e.g., scaffolding, cooperative learning).
 - Positive Behavior Interventions and Supports (PBIS) strategies.
- Tier 2 (Targeted Supports):
 - Small-group instruction focusing on skill deficits.
 - Individualized behavior interventions.
 - Academic intervention programs (e.g., Read 180).
- Tier 3 (Intensive Supports):
 - One-on-one interventions tailored to specific learning needs.
 - Behavior intervention plans (BIPs) for students with significant needs.
 - Specialized instructional programs aligned with IEP plans.

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

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

With Title I funds we plan to support English learner students by purchasing instructional materials designed specifically for English Learners, such as bilingual books, language development programs, or culturally relevant resources.

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 purchasing specialized educational materials, textbooks, and digital resources to meet the needs of English Learner

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

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

Student Groups

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

- Subscriptions/ licenses to Read 180
- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.

- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- Licenses for adaptive language learning platforms such as Imagine Learning, Rosetta Stone, or Lexia Core5 that provide individualized instruction and progress monitoring.
- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

Data-Driven Identification & Monitoring:

- Conduct baseline assessments (such as ELPAC) upon enrollment and at regular intervals throughout the year to monitor progress in language proficiency and academic performance.
- Use this data to identify individual needs and adjust instructional strategies accordingly.

Targeted Instructional Support:

- Implement research-based English Language Development (ELD) programs that include both designated and integrated instruction.
- Offer small-group and one-on-one interventions for students who require additional support in reading, writing, and language skills.

Professional Development for Educators:

- Provide training sessions focused on effective EL instructional strategies
- Support teachers through ongoing coaching and collaboration in Professional Learning Communities (PLCs) dedicated to improving EL instruction.

Curriculum and Resource Enhancements:

- Utilize specialized instructional materials and digital resources, including adaptive learning platforms and bilingual texts, to support language acquisition.
- Ensure classrooms are equipped with technology (e.g., tablets, interactive whiteboards) to facilitate access to these resources.

Parent and Family Engagement:

- Offer bilingual communications and workshops to empower families to support their children's language development at home.
- Organize regular meetings and informational sessions to keep families informed about their child's progress and available support services.

Collaboration and Coordination:

- Work closely with district EL specialists, case managers, and support staff to align intervention efforts and ensure consistency across programs.
- Engage with community partners to provide additional support, such as tutoring, mentoring, and enrichment activities.

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. - Improved reading fluency and engagement in intervention sessions. - Increased teacher proficiency in using reading strategies and monitoring progress.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Noticeable gains in reading assessments; many students begin to close the gap by one grade level. - Enhanced support for EL students through targeted instruction and family engagement.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - All students reading at grade level or at least two grade levels above their initial reading level. - Sustainable improvements in reading proficiency, leading to higher overall academic achievement and a narrowing achievement gap for EL and at-risk students.

Action 2 :

Reading Intervention Program

Action Details:

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

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

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

- Read Naturally
- Read 180
- Jamestown Reading Program

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

Data-Driven Reading Assessment & Placement

- Initial Assessment: All students will be assessed upon enrollment at Fulton to determine their reading level.
- Ongoing Progress Monitoring: Students will be evaluated periodically to track growth and adjust instruction as needed.
- Assessment Tools: Diagnostic assessments such as Lexile measures and fluency benchmarks will be used.

Reading Intervention Programs

To accelerate reading achievement, students will be engaged in research-based intervention programs that focus on fluency, phonics, comprehension, and vocabulary development:

1. Read 180
 - A structured reading intervention program that includes:
 - Adaptive software that personalizes learning.
 - Modeled reading to support fluency development.
 - Small group instruction for targeted skill-building.
 - Independent reading with audio support to develop comprehension.
2. Teacher-Led Strategies
 - Teacher modeling: Demonstrating fluent reading to set a standard.
 - Repeated reading: Encouraging students to read passages multiple times for fluency improvement.
 - Progress monitoring: Regular assessments to guide instruction.
3. Technology-Based Reading Support
 - Online platforms with nonfiction stories that engage students.
 - Audio-supported reading programs to aid comprehension and fluency.

Classroom Implementation

- Small-Group Instruction: Focused support based on student needs.
- Daily Independent Reading: Students practice with leveled reading materials.
- Cross-Curricular Literacy Support: Teachers incorporate reading strategies in all subjects.

Materials & Supplies Required

- Read 180 program materials (software, workbooks, digital access).
- Leveled books for independent reading.
- Technology resources (headphones for audio support, Chromebooks for online learning platforms).
- Teacher training on intervention strategies and data analysis.

Multi-Tiered System of Supports (MTSS) for Reading

- Tier 1 (Universal Support): School-wide literacy focus, access to intervention programs for all students.
- Tier 2 (Targeted Support): Small-group reading instruction and targeted interventions for students below grade level.
- Tier 3 (Intensive Support): One-on-one tutoring, individualized reading plans, and specialized intervention programs.

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

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

With Title I funds we plan to support English learner students by purchasing instructional materials designed specifically for English Learners, such as bilingual books, language development programs, or culturally relevant resources.

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 purchasing specialized educational materials, textbooks, and digital resources to meet the needs of English Learners.

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

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

Student Groups

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

- Subscriptions/ licenses to Read 180
- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- Licenses for adaptive language learning platforms such as Imagine Learning, Rosetta Stone, or Lexia Core5 that provide individualized instruction and progress monitoring.
- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

Data-Driven Identification & Monitoring:

- Conduct baseline assessments (such as ELPAC) upon enrollment and at regular intervals throughout the year to monitor progress in language proficiency and academic performance.
- Use this data to identify individual needs and adjust instructional strategies accordingly.

Targeted Instructional Support:

- Implement research-based English Language Development (ELD) programs that include both designated and integrated instruction.
- Offer small-group and one-on-one interventions for students who require additional support in reading, writing, and language skills.

Professional Development for Educators:

- Provide training sessions focused on effective EL instructional strategies
- Support teachers through ongoing coaching and collaboration in Professional Learning Communities (PLCs) dedicated to improving EL instruction.

Curriculum and Resource Enhancements:

- Utilize specialized instructional materials and digital resources, including adaptive learning platforms and bilingual texts, to support language acquisition.
- Ensure classrooms are equipped with technology (e.g., tablets, interactive whiteboards) to facilitate access to these resources.

Parent and Family Engagement:

- Offer bilingual communications and workshops to empower families to support their children's language development at home.
- Organize regular meetings and informational sessions to keep families informed about their child's progress and available support services.

Collaboration and Coordination:

- Work closely with district EL specialists, case managers, and support staff to align intervention efforts and ensure consistency across programs.
- Engage with community partners to provide additional support, such as tutoring, mentoring, and enrichment activities.

Progress Monitoring: Outcomes

Reasoning for using this action			☒ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect 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.					
• Improved reading fluency and engagement in intervention sessions. • Increased teacher proficiency in using reading strategies and monitoring progress.					
Medium-Term (Change in Behavior or Performance) Want to see					
<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.					
• Noticeable gains in reading assessments; many students begin to close the gap by one grade level. • Enhanced support for EL students through targeted instruction and family engagement.					
Long-Term (Change in Condition) Hope to see					
<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.					
• All students reading at grade level or at least two grade levels above their initial reading level. • Sustainable improvements in reading proficiency, leading to higher overall academic achievement and a narrowing achievement gap for EL and at-risk students.					

Action 3 :

Improve Academic Performance by Improving Grades/GPA

Action Details:

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

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

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

Data-Driven Academic Monitoring

- Quarterly Progress Monitoring: Regularly track and analyze students receiving D's and F's to provide targeted support.
- Subgroup Data Breakdown: Identify trends among different student groups to tailor interventions.
- Six-Week Academic Check-Ins: Staff, students, and families will meet to review progress and set goals.

Instructional Support & Credit Recovery

- ATLAS Access & Training:
 - Ensure all students can check their grades and progress on ATLAS.
 - Parent training to help families monitor student academic performance.
- Clever & Khan Academy:
 - Provide online learning support for students needing remediation.
 - Offer tutorials on Clever and other platforms to increase student engagement.
- Credit Recovery Opportunities:
 - Engenuity platform setup for students needing additional credits.
 - Winter & Summer Sessions for students to make up coursework.
- Reclassification Review via IEP Process:

- Identify students who may need alternative academic pathways for success.

Teacher & Staff Development

- Professional Learning Communities (PLC) & ILT Meetings:
 - Support teachers in using data to drive instruction.
 - Share best practices for increasing student engagement and reducing failure rates.
- Classroom Observations with Feedback:
 - Provide constructive feedback to enhance instructional effectiveness.
- MTSS-Based Interventions:
 - Tier 1 (Universal Support): School-wide strategies, classroom accommodations, and access to academic resources.
 - Tier 2 (Targeted Support): Small group interventions for struggling students.
 - Tier 3 (Intensive Support): Individualized support through counselors, special education services, and credit recovery programs.

Materials & Resources Required

- Student Access to Clever, Khan Academy, and ATLAS for academic tracking and support.
- Professional development materials for staff on data-driven instruction and student engagement.
- Credit recovery resources including Engenuity subscriptions and instructional support.
- Technology (Chromebooks, headsets, internet access support) for students completing online coursework.
- Printed and digital progress reports for family meetings and intervention planning.

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

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

With Title I funds we plan to support English learner students by purchasing instructional materials designed specifically for English Learners, such as bilingual books, language development programs, or culturally relevant resources.

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 purchasing specialized educational materials, textbooks, and digital resources to meet the needs of English Learners.

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

Student Groups

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

- Subscriptions/ licenses to Read 180

- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- Licenses for adaptive language learning platforms such as Imagine Learning, Rosetta Stone, or Lexia Core5 that provide individualized instruction and progress monitoring.
- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

Data-Driven Identification & Monitoring:

- Conduct baseline assessments (such as ELPAC) upon enrollment and at regular intervals throughout the year to monitor progress in language proficiency and academic performance.
- Use this data to identify individual needs and adjust instructional strategies accordingly.

Targeted Instructional Support:

- Implement research-based English Language Development (ELD) programs that include both designated and integrated instruction.
- Offer small-group and one-on-one interventions for students who require additional support in reading, writing, and language skills.

Professional Development for Educators:

- Provide training sessions focused on effective EL instructional strategies
- Support teachers through ongoing coaching and collaboration in Professional Learning Communities (PLCs) dedicated to improving EL instruction.

Curriculum and Resource Enhancements:

- Utilize specialized instructional materials and digital resources, including adaptive learning platforms and bilingual texts, to support language acquisition.
- Ensure classrooms are equipped with technology (e.g., tablets, interactive whiteboards) to facilitate access to these resources.

Parent and Family Engagement:

- Offer bilingual communications and workshops to empower families to support their children's language development at home.
- Organize regular meetings and informational sessions to keep families informed about their child's progress and available support services.

Collaboration and Coordination:

- Work closely with district EL specialists, case managers, and support staff to align intervention efforts and ensure consistency across programs.
- Engage with community partners to provide additional support, such as tutoring, mentoring, and enrichment activities.

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. • Improved reading fluency and engagement in intervention sessions. • Increased teacher proficiency in using reading strategies and monitoring progress.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Noticeable gains in reading assessments; many students begin to close the gap by one grade level. • Enhanced support for EL students through targeted instruction and family engagement.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • All students reading at grade level or at least two grade levels above their initial reading level. • Sustainable improvements in reading proficiency, leading to higher overall academic achievement and a narrowing achievement gap for EL and at-risk students.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Bks & Ref			Improve graduation rate through academic programs.	1,500.00

\$1,500.00

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	✓	85.7 %	84.6 %	2023-2024	85.7 %

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.

The current metrics reveal two interconnected challenges. First, while the school's climate and culture in terms of student-centered and real-world experiences is close to the target (84.6% actual versus an 85.7% required), it indicates that a notable portion of students do not yet fully perceive their learning environment as engaging and relevant. This slight shortfall suggests there is room for enhancement in providing authentic, real-world learning opportunities that can make academic content more meaningful. Second, and more critically, there is a substantial gap in college and career readiness; with only 43% of graduates currently meeting the readiness indicator, the school faces a significant challenge in elevating this rate to the ambitious district goal of 75% by 2030. This gap points to systemic issues in curriculum alignment, instructional practices, and co-curricular programming that must be addressed to better prepare students for post-secondary success. Together, these issues underscore the need to intensify efforts in creating a more engaging, real-world learning environment that directly contributes to improved college and career readiness outcomes.

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

- Authentic Learning Opportunities:The current curriculum may not consistently incorporate experiential, real-world learning activities that engage students and make academic content more relevant.
- College and Career Readiness Programs: There may be a lack of comprehensive programming—such as career exploration initiatives, internships, and robust college counseling—that equips students with the skills and knowledge needed to navigate post-secondary pathways.
- Professional Development for Teachers:Teachers might not be receiving ongoing, targeted professional development focused on student-centered instruction and the integration of real-world applications into their teaching practices.
- Community and Industry Partnerships:The lack of strong, active partnerships with local businesses, higher education institutions, and community organizations restricts opportunities for students to experience authentic learning contexts.

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.

- Integration of Authentic Learning Opportunities
 - Develop and implement project-based learning (PBL) models that connect academic content with real-world applications.
 - Increase student access to hands-on, experiential learning activities such as simulations, service-learning projects, and cross-curricular activities.
 - Ensure that teachers have the necessary resources, including technology, instructional materials, and curriculum flexibility, to incorporate real-world experiences effectively.
- College and Career Readiness Programs
 - Expand access to college and career readiness resources, including career counseling, college application support, financial aid workshops, and SAT/ACT preparation for all students, especially for underrepresented and low-income groups.
 - Increase opportunities for students to engage in work-based learning experiences, such as internships, job shadowing, and dual-enrollment courses at local colleges.
 - Provide targeted interventions and mentorship programs to support students at risk of not meeting graduation or college readiness benchmarks.
- Professional Development for Teachers
 - Provide ongoing professional development focused on student-centered instructional strategies, culturally responsive teaching, and integrating career and technical education (CTE) concepts into core subject areas.
 - Train educators on how to effectively use data to identify student needs and tailor instruction to improve engagement and learning outcomes.
 - Offer instructional coaching and peer collaboration opportunities to share best practices and innovative approaches to real-world learning.
- Community and Industry Partnerships
 - Establish stronger partnerships with local businesses, higher education institutions, and community organizations to provide students with meaningful career exposure and mentorship opportunities.
 - Create structured internship and apprenticeship programs that align with high-demand career fields and provide students with hands-on, practical experience.
 - Increase equity in access to these opportunities by prioritizing outreach to underrepresented student populations and ensuring transportation, funding, and program availability do not serve as barriers.

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: Develop a Career Readiness Program Partially Implemented

The actions were partially implemented due to gaps in the program's structure. Additionally, some students chose not to participate due to anxiety related to large group settings.

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: Develop a Career Readiness Program Partially Effective

Fulton needs to expand the CTE program, workability, and career development program to include mock interviews, hands-on experiences, and community outings connected to career interests.

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.

- Strengthen the Structure & Implementation of CTE Courses
 - Establish clear expectations, schedules, and support systems for CTE course execution.
 - Work with the dedicated CTE coordinator to oversee course offerings, track student participation, and provide targeted support.
- Enhance Career Exploration & Job Readiness Opportunities
 - Introduce career interest assessments to personalize student pathways.
 - Integrate resume-building workshops, mock interviews, and hands-on job readiness training into weekly programming.
 - Ensure students earn industry-recognized certifications (e.g., ServSafe, Stop the Bleed, OSHA, First Aid) by partnering with local agencies.
- Expand Access to CTE Classes & Vocational Training
 - Provide virtual and hands-on alternatives for students who struggle in large-group settings.
 - Increase staff training to better support students in CTE classes and reduce barriers to participation.
- Launch the Adult Living Course with Stronger Execution
 - Create a structured syllabus covering financial literacy, independent living skills, communication, and self-advocacy.
 - Integrate guest speakers, hands-on projects, and real-life simulations to enhance student engagement.
- Reintroduce Edgenuity Career and Real Living Electives
 - Implement clear expectations and scheduling to ensure these courses happen consistently.
 - Provide dedicated time and staff support to guide students through career exploration and real-world applications.
- Host Vocational Speakers & Industry Experts
 - Develop a speaker series featuring professionals from diverse industries.
 - Schedule monthly career talks with Q&A sessions and interactive workshops.
 - Leverage community partnerships to bring in experts for in-person and virtual sessions.
- Improve Community Outings & Industry Visits
 - Structure outings with clear objectives and pre/post-experience discussions.
 - Offer smaller group or individualized outings for students who struggle with large crowds.
 - Collaborate with local businesses to create on-site job shadowing and internship opportunities.
- Expand Project-Based Learning (PBL) Opportunities
 - Design cross-curricular PBL experiences that align with career pathways.
 - Provide students with real-world challenges and encourage collaborative problem-solving.
 - Ensure teacher training and support to facilitate high-quality PBL 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:

SSC/ELAC was pleased with the previous results of real-world learning experience programs, including increasing the CTE program, career elective classes, speakers, and community outings. They are also pleased with the return of the Adult Living courses. They are also in agreement that we need to provide the professional development necessary to implement project-based learning.

ELAC:

SSC/ELAC was pleased with the previous results of real-world learning experience programs, including increasing the CTE program, career elective classes, speakers, and community outings. They are also pleased with the return of the Adult Living courses. They are also in agreement that we need to provide the professional development necessary to implement project-based learning.

Staff:

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

Action 1 :

Develop a Career Readiness Program

Action Details:

- By the end of the school year, 100% of the students will be exposed/participate in real -world learning experience.
- Utilize district available career readiness programs, along with the Work Experience, Workability Program and Department of Rehabilitation (DOR) program to ensure success in the workplace environment. District workplace program.
- Minimum of one CTE course per week.
 - Explore careers.
 - Job readiness, resumes
 - Vision and goals
 - Certificates, i.e., ServSafe, Stop the Bleed, OSHA, First Aid
 - Provide opportunities for students to attend CTE classes.
 - Adult Living course
 - Engenuity Career and Real Living electives
 - Vocational Speakers
 - Community outing to various industries.
 - Project based learning.

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

- Career & Technical Education (CTE) Integration
- A minimum of one CTE course per week to expose students to career pathways.
 - Hands-on learning experiences in fields such as culinary arts (ServSafe), health & safety (First Aid, Stop the Bleed), and construction safety (OSHA).
 - Job readiness training including resume writing, interview preparation, and workplace expectations.
 - Community outings to vocational schools, city colleges, and industry sites to provide direct exposure to career options.
- Work Experience & Career Readiness Programs
- Work Experience, Workability Program, and Department of Rehabilitation (DOR) collaboration to support workplace success.
 - On-the-job training opportunities through internships and partnerships with local businesses.
 - Soft skills development (communication, teamwork, time management) embedded into instruction.

Adult Living & Vocational Preparation

- Adult Living course to build essential life skills, including financial literacy, budgeting, and independent living.
- Engenuity Career and Real Living electives to align with student interests and career pathways.
- Vocational speakers invited to share career insights and networking opportunities.

Project-Based Learning (PBL) & Hands-On Experience

- Student-led projects that apply classroom learning to real-world scenarios.
- Cross-curricular PBL activities that integrate career readiness with academic subjects.
- Industry-aligned curriculum that connects learning with practical applications.

Materials & Supplies Required

- Curriculum Resources
 - Career exploration platforms (e.g., Naviance, California CareerZone).
 - Industry-recognized certification programs (e.g., ServSafe, OSHA, First Aid).
 - Financial literacy tools for budgeting and adult living skills.
- Supplies & Equipment
 - Work-based learning kits for industry-related skills.
 - Technology resources (e.g., Chromebooks, resume-building software).
 - Transportation for industry site visits and community outings.

Multi-Tiered System of Support (MTSS) for Career Readiness

- Tier 1 (Universal Support): Career exposure for all students through school-wide CTE courses, industry visits, and guest speakers.
- Tier 2 (Targeted Support): Small-group career coaching, additional job readiness training, and mentorship programs.
- Tier 3 (Intensive Support): One-on-one career counseling, job placement assistance, and individualized work-based learning plans.

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

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

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

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

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

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

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

Student Groups

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

- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.

Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families

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

Data-Driven Identification & Monitoring:

- Conduct baseline assessments (such as ELPAC) upon enrollment and at regular intervals throughout the year to monitor progress in language proficiency and academic performance.
- Use this data to identify individual needs and adjust instructional strategies accordingly.

Targeted Instructional Support:

- Implement research-based English Language Development (ELD) programs that include both designated and integrated instruction.
- Offer small-group and one-on-one interventions for students who require additional support in reading, writing, and language skills.

Curriculum and Resource Enhancements:

- Utilize specialized instructional materials and digital resources, including adaptive learning platforms and bilingual texts, to support language acquisition.
- Ensure classrooms are equipped with technology (e.g., tablets, interactive whiteboards) to facilitate access to these resources.

Parent and Family Engagement:

- Offer bilingual communications and workshops to empower families to support their children's language development at home.
- Organize regular meetings and informational sessions to keep families informed about their child's progress and available support services.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect 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 student awareness of various career options and improved engagement in career readiness activities.	Medium-Term (Change in Behavior or Performance) Want to see <i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Improved job readiness skills, including resume writing and interview techniques; greater participation in CTE and vocational electives.	Long-Term (Change in Condition) Hope to see <i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. 100% of students experience real-world learning opportunities that prepare them for post-secondary education or direct entry into the workforce, thereby increasing overall career readiness.
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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
Suspension Rate	✓	34.97 %	32 %	2023-2024	31.67 %

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.

The current suspension rate of 32% remains significantly high, only showing a marginal decrease from the previous 34.97%, and is still above the target of 31.67%. This indicates ongoing challenges in student behavior management, restorative practices, and alternative disciplinary approaches. The data suggests that existing intervention strategies may not be effectively reducing disciplinary incidents or addressing the root causes of student misconduct. Additionally, a high suspension rate can disproportionately affect at-risk student groups, contributing to academic disengagement, lower achievement, and higher dropout rates. There is a critical need to implement more effective behavior support systems, proactive intervention strategies, and culturally responsive practices to reduce suspensions while maintaining a positive and inclusive school climate.

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

- Implementation of Restorative Practices: School may still rely on punitive discipline rather than restorative approaches that focus on conflict resolution, relationship-building, and student accountability.
- Behavioral Support Systems: There may be a lack of effective tiered intervention systems, such as Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL) programs, and early identification of students in need of support.
- Staff Training on Culturally Responsive Discipline: Educators and staff may not have sufficient training in de-escalation techniques, trauma-informed care, and culturally responsive classroom management strategies, leading to disproportionate discipline practices.
- Family and Community Engagement in Behavior Interventions: There may be insufficient collaboration with families and community organizations to address behavioral challenges holistically, providing support both in and out of school.
- Impact on At-Risk Student Groups: Certain student populations, particularly those from historically marginalized groups, may experience higher suspension rates due to implicit bias, lack of alternative supports, or systemic barriers to equitable discipline practices.

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.

- Implementation of Restorative Practices
 - Expand the use of restorative justice programs, including peer mediation, conflict resolution circles, and student accountability discussions.
 - Provide professional development for teachers and administrators on implementing restorative approaches as an alternative to suspension.
 - Allocate resources to create dedicated restorative spaces where students can resolve conflicts constructively.
- Behavioral Support Systems
 - Strengthen tiered intervention systems such as Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to provide proactive behavioral interventions.
 - Increase the number of counselors, social workers, and behavioral interventionists to support students with chronic behavior challenges.
 - Implement mentorship and check-in programs to provide individualized support for at-risk students.
- Staff Training on Culturally Responsive Discipline
 - Provide mandatory training for all staff on culturally responsive discipline practices, de-escalation techniques, and trauma-informed care.
 - Develop equity-focused professional learning communities where teachers can share best practices for addressing behavioral challenges in an inclusive manner.
 - Ensure discipline policies are reviewed and revised to reflect culturally responsive and equitable practices.
- Family and Community Engagement in Behavior Interventions
 - Strengthen family engagement programs that provide parents with strategies for supporting positive behavior at home.
 - Partner with community organizations and mental health agencies to provide wraparound services and support for students facing behavioral challenges.
 - Establish family liaisons to bridge the communication gap between the school and families, ensuring that behavior interventions are collaborative.
- Impact on At-Risk Student Groups
 - Conduct equity audits to identify disparities in suspension data and adjust disciplinary practices accordingly.
 - Create alternative-to-suspension programs that provide targeted behavioral interventions rather than exclusionary discipline.
 - Ensure that all students receive individualized support plans that address their specific behavioral and academic needs.

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

Partially Implemented

The actions were only partially implemented, as weekly SEL lessons, Behavior incentive plans, professional development, and community outings were initiated, but the full structure necessary for optimal success was not yet in place.

Action 2: Student Engagement/Extra Curricular Activity

Partially Implemented

The actions were only partially implemented, as weekly SEL lessons, Behavior incentive plans, professional development, and community outings were initiated, but the full structure necessary for optimal success was not yet in place.

Action 3: Attendance

Partially Implemented

The actions were only partially implemented, as home visits, school engagement activities, and attendance incentives were initiated, but the full structure necessary for optimal success was not yet in place.

Action 4: Suspension Rate

Partially Implemented

The actions were only partially implemented, as initial restorative practices, profession development, and positive incentive plans were initiated, but the full structure necessary for optimal success was not yet in place.

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

Partially Effective

Weekly themes for SEL in each class and group SEL on Fridays, CCT continues to meet bi-monthly and create a master calendar for the year.

Action 2: Student Engagement/Extra Curricular Activity

Partially Effective

Increase PBIS incentives, field trips and student engagement activities on campus.

Action 3: Attendance

Partially Effective

Decrease chronic absenteeism through parent involvement, community resources, SEL learning, and de-escalation room on campus.

Action 4: Suspension Rate

Partially Effective

Fulton is at a 71% suspension rate and up 7% from last year. We will continue to increase restorative practices and alternatives to suspension.

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.

- 1. Strengthen Student Social/Emotional Development
 - Increase Participation in Local & Long-Distance Activities:
 - Require four local activities and one long-distance activity to be fully planned and scheduled before the school year begins.
 - Provide structured student feedback after each event to ensure meaningful participation.

- Expand Multi-Cultural & Project-Based Learning (PBL) Events:
 - Develop a calendar of multicultural and PBL events at the beginning of the year.
 - Partner with community organizations to enhance engagement and resources.
 - Improve Student Engagement & School Spirit:
 - Establish a School Spirit Committee responsible for organizing community-building activities.
 - Launch student-led clubs with designated staff sponsors to ensure sustainability.
2. Improve Attendance & Family Engagement
- Enhance Staff Engagement for Attendance Support:
 - Implement a staff rotation for morning greetings to foster a welcoming environment.
 - Require teachers to emphasize attendance daily and track participation.
 - Address Family Barriers to Attendance:
 - Conduct monthly home visits for chronically absent students.
 - Provide transportation assistance and community resources where needed.
 - Expand Attendance Incentives:
 - Maintain a consistent schedule of incentives such as Kona Ice, Pizza, Gift Cards, and School Swag.
 - Implement a tiered reward system to encourage sustained attendance.
 - Utilize Attendance Data for Targeted Interventions:
 - Hold monthly attendance review meetings with staff to analyze trends.
 - Implement real-time attendance alerts for at-risk students and their families.
3. Strengthen Positive Behavior Interventions & Supports (PBIS)
- Refine the 5-Star Behavior Program:
 - Integrate goal-setting and reflection activities alongside the 5 Star points system.
 - Expand the student store to offer a broader range of incentives.
 - Bring in Motivational & SEL Speakers:
 - Schedule at least one SEL speaker per semester to promote resilience and mental wellness.
 - Implement Restorative Return Practices:
 - Formalize a restorative re-entry process for students returning from suspensions or extended absences.
4. Increase Staff Training & Community Partnerships
- Enhance Professional Development:
 - Prioritize SEL-focused training during professional development days.
 - Incorporate MTSS & Behavior Intervention Strategies into weekly staff meetings.
 - Strengthen Community Engagement:
 - Develop long-term partnerships with local businesses, nonprofits, and universities to support student programs.
 - Improve communication with families through quarterly engagement events rather than meetings like "Coffee & Donuts."

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/ELAC was pleased with the previous results and the new plan	SSC/ELAC was pleased with the previous results and the new plan	Staff is in agreement with SSC/ELAC and that they were pleased with

for student engagement in school and community, including action goals and the resources and plans increasing student engagement. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

for student engagement in school and community, including action goals and the resources and plans increasing student engagement. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

the previous results and the new plan for student engagement in school and community, including action goals and the resources and plans increasing student engagement. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

Action 1 :

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

Action Details:

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

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

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

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

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

Social-Emotional Learning (SEL) & Community Engagement

- Weekly FUSD School Connect Learning:
 - Structured SEL curriculum to help students develop self-regulation, conflict resolution, and emotional intelligence.
 - Interactive lessons promoting self-awareness and social skills.
- School Spirit & Community Engagement Activities:
 - Multi-Cultural Events connecting families, communities, and school.
 - Project-Based Learning (PBL) Activities to encourage collaboration and real-world problem-solving.
 - Student Events focused on self-actualization, personal growth, and leadership development.
- Community Engagement & Partnerships:
 - Collaboration with local businesses, organizations, and colleges to provide mentorship, job shadowing, and networking opportunities.

- Community outings to expose students to different industries, higher education institutions, and cultural experiences.
- CCT (Collaborative Care Team) Meetings for student progress monitoring and support.

Positive Behavior Interventions & Support (PBIS)

- 5 Star Behavior Program:
 - Reinforce positive behavior through a point-based reward system.
 - Recognition and incentives for students demonstrating responsibility, respect, and engagement.
- Positive Behavior Intervention Store:
 - Students earn points for good behavior and redeem incentives to reinforce positive choices.
- Motivational & SEL Speakers:
 - Bringing in guest speakers to inspire students with personal stories of resilience, career success, and overcoming adversity.

Professional Development & Staff Training

- Professional Development for Staff:
 - Training in trauma-informed practices, restorative justice, and SEL strategies.
 - Workshops on behavior intervention strategies and building strong student-teacher relationships.
- MTSS-Based Behavioral & Emotional Support:
 - Tier 1 (Universal Support): School-wide PBIS, SEL lessons, and community engagement activities.
 - Tier 2 (Targeted Support): Small group interventions focusing on emotional regulation, peer relationships, and coping strategies.
 - Tier 3 (Intensive Support): One-on-one counseling, mentoring, and individualized behavior intervention plans (BIPs).

Materials & Resources Required

- SEL Curriculum Materials (School Connect, Mindfulness & Coping Strategies Guides).
- 5 Star Behavior Program Supplies (point system tracking tools, student incentives).
- Technology for Virtual SEL Activities (tablets, online learning platforms).
- Community Partner & Speaker Engagement Resources (guest speaker stipends, transportation for community outings).
- Professional Development Resources (training manuals, workshops, and certifications for staff).

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

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

With Title I funds we plan to support EL students through multicultural events planned on campus.

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 EL student through school clubs and multicultural events planned on campus.

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

Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Materials and translators will be provided in necessary languages.

Student Groups

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

- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- Licenses for adaptive language learning platforms such as Imagine Learning, Rosetta Stone, or Lexia Core5 that provide individualized instruction and progress monitoring.
- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

- Individualized Social-Emotional Learning (SEL) Plans aligned with IEP goals to address coping skills, self-regulation, and emotional resilience.
- Small-group counseling & SEL Support focused on emotional regulation, social skills, and conflict resolution for EL students.
- Peer Mentorship Programs pair EL students with peers for social integration and confidence-building.
- Scaffolded SEL Instruction incorporating language supports for EL students (e.g., visuals, sentence stems, and translated materials).
- Culturally Responsive SEL Activities that reflect diverse backgrounds and experiences.
- Bilingual Social-Emotional Learning Curriculum using translated resources and culturally relevant scenarios.
- Parent Workshops on SEL strategies, behavior support, and navigating the education system.
- Translation & Interpretation Services for meetings, IEPs, and family engagement events.
- Community-Based Partnerships with organizations that provide mental health and social-emotional support for EL families.
- Participation in the 5 Star Behavior Program with incentives tailored to EL student needs and preferences.
- Restorative Practices & Conflict Resolution using language-appropriate strategies to support EL students in self-advocacy and communication.
- Culturally Inclusive School Events such as multicultural celebrations and community-building activities.

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. Students actively participate in SEL activities and behavior interventions.	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. Decreased disciplinary incidents and improved student engagement.	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. Students demonstrate resilience, coping skills, and are prepared for reintegration into a comprehensive school or workforce setting.
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Action 2 :

Student Engagement/Extra Curricular Activity

Action Details:

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

- Positive Incentive Behavior Program with utilizing the 5-star Program
- Expand student store for the positive behavior points.
- Project based learning projects.
- School Connect Lessons with raffle or prizes for participation.

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

Positive Behavior Incentive Programs

- 5-star PBIS System
 - Encourages positive behavior through a reward system.
 - Students earn points for participation, engagement, and positive interactions.
 - Real-time monitoring for behavioral trends and intervention needs.
- Expanded Student Store for Behavior Points:
 - Students accumulate points through PBIS initiatives and redeem them for rewards.
 - Reinforces positive choices, accountability, and goal-setting.
 - Offers incentives such as school supplies, snacks, privileges, and event passes.

Engaging, Structured Learning Activities

- Project-Based Learning (PBL):
 - Hands-on, student-driven projects to increase engagement, collaboration, and critical thinking.
 - Encourages real-world problem-solving to help students feel a sense of ownership over their learning.
- School Connect Lessons with Incentives:

- Weekly structured SEL (Social-Emotional Learning) lessons focused on self-regulation, conflict resolution, and communication.
- Raffles and prizes for student participation to increase engagement and reinforce learning.

Multi-Tiered System of Support (MTSS) for Behavior & Intervention

- Tier 1 (Universal Support):
 - School-wide PBIS initiatives, SEL curriculum, and positive reinforcement.
 - Restorative practices to address conflicts before they escalate.
- Tier 2 (Targeted Support):
 - Small-group interventions for students with frequent behavioral concerns.
 - Mentoring and social skills groups to support students in need of additional guidance.
- Tier 3 (Intensive Support):
 - One-on-one behavioral coaching and counseling.
 - Individualized Behavior Intervention Plans (BIPs) for students with persistent behavioral challenges.

Required Materials & Supplies

- Class Craft Program License & Implementation Materials.
- Student Store Supplies (incentives, school gear, gift cards, etc.).
- Project-Based Learning Materials (hands-on kits, technology, and resources).
- School Connect Curriculum and Incentive Materials (raffle tickets, prizes, student engagement tools).

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

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

With Title I funds we plan to support EL students through multicultural events planned on campus.

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 EL students through school clubs and multicultural events planned on campus.

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.

Student Groups

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

- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.

- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

- Individualized Social-Emotional Learning (SEL) Plans aligned with IEP goals to address coping skills, self-regulation, and emotional resilience.
- Small-group counseling & SEL Support focused on emotional regulation, social skills, and conflict resolution for EL students.
- Peer Mentorship Programs pair EL students with peers for social integration and confidence-building.
- Scaffolded SEL Instruction incorporating language supports for EL students (e.g., visuals, sentence stems, and translated materials).
- Culturally Responsive SEL Activities that reflect diverse backgrounds and experiences.
- Bilingual Social-Emotional Learning Curriculum using translated resources and culturally relevant scenarios.
- Parent Workshops on SEL strategies, behavior support, and navigating the education system.
- Translation & Interpretation Services for meetings, IEPs, and family engagement events.
- Community-Based Partnerships with organizations that provide mental health and social-emotional support for EL families.
- Participation in the 5 Star Behavior Program with incentives tailored to EL student needs and preferences.
- Restorative Practices & Conflict Resolution using language-appropriate strategies to support EL students in self-advocacy and communication.
- Culturally Inclusive School Events such as multicultural celebrations and community-building activities.

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.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.
- Increased student participation in the 5 Star Program and behavior incentive programs. - Reduction in minor behavioral infractions through proactive interventions. - Improved engagement in School Connect Lessons and PBL activities. - Data collection on student behavior trends, identifying at-risk students early	- Noticeable decline in suspension rates compared to previous semesters. - Increased student motivation to earn rewards through positive reinforcement programs. - Improved classroom behavior and peer interactions due to consistent SEL lessons. - Stronger staff-student relationships, leading to higher student engagement and participation.	- Sustained reduction in suspension rates by 5% or more. - Established culture of positive behavior, leading to fewer disciplinary referrals. - Improved academic performance as a result of increased time in class. - Development of self-regulation, conflict resolution, and problem-solving skills in students. - Successful reintegration of students into comprehensive campuses with improved behavior.

Action 3 :

Attendance

Action Details:

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

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

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

Student & Family Engagement Strategies

- Home Visits:
 - Staff will conduct home visits to check in on students with chronic absences, build relationships with families, and identify any obstacles preventing attendance.
 - Families will be provided with resources and referrals to support student attendance.
- Daily Student Engagement:
 - All staff will greet students daily to establish a welcoming and positive school environment.
 - Teachers will discuss attendance importance during class to reinforce expectations.

- Family Support & Barrier Removal:
 - Personalized outreach to families through calls, messages, and parent meetings.
 - Collaboration with counselors and community partners

Attendance Incentive Programs

- Reward-Based Attendance Initiatives:
 - Weekly and monthly attendance-based incentives:
 - Perfect attendance recognition.
 - Special events (Kona Ice, Ice Cream, Pizza, Hot Dogs, etc.).
 - Gift card giveaways for students who improve attendance.
- School Engagement Activities:
 - Increase student connection to school through clubs, activities, and community events.
 - Project-Based Learning (PBL) to engage students in hands-on, real-world learning experiences.

Multi-Tiered System of Support (MTSS) for Attendance

- Tier 1 (Universal Support):
 - School-wide attendance awareness campaigns.
 - Positive reinforcements and recognition for improved attendance.
- Tier 2 (Targeted Support):
 - Check-in/check-out mentoring for students with moderate absenteeism.
 - Small-group interventions to provide additional attendance support.
- Tier 3 (Intensive Support):
 - Home visits and personalized intervention plans for chronically absent students.
 - One-on-one case management and connection to counseling or outside services.

Required Materials & Supplies

- Incentives (food, gift cards, prizes, certificates, and school swag).
- Parent communication tools (letters, flyers, and outreach materials).
- Transportation assistance resources.
- Data tracking software for attendance monitoring and intervention planning.

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

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

With Title I funds we plan to support EL students through multicultural events planned on campus.

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 EL students through school clubs and multicultural events planned on campus.

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

Student Groups

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

- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

- Conduct home visits to support families in overcoming attendance barriers.
- Host family workshops on the importance of consistent attendance.
- Establish personalized attendance plans for at-risk students.
- Assign staff to greet students daily and reinforce a welcoming school climate.
- Implement daily attendance check-ins to support struggling students.
- Collaborate with counselors, social workers, and attendance clerks to monitor and address absenteeism.
- Organize school spirit events to increase student connection to the school.
- Implement peer mentorship and buddy systems for new or at-risk students.
- Provide student leadership opportunities to enhance school involvement.
- Implement tiered attendance incentives, including:
 - Weekly & monthly rewards (e.g., Kona Ice, Ice Cream, Pizza, Gift Cards).
 - Certificates & recognition events for improved attendance.
 - Classroom competitions rewarding high attendance rates.
- Utilize attendance monitoring systems to identify trends and address concerns.
- Provide individualized interventions for students with repeated absences.
- Collaborate with district and community partners to address social and economic barriers to attendance.

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 student awareness of attendance importance, improved school engagement.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Reduction in unexcused absences, increased participation in school activities.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. A sustained decrease in chronic absenteeism and improved academic performance.

Action 4 :

Suspension Rate

Action Details:

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

- Restorative return practices
- Professional development for staff
- Behavior Intervention Programs
 - 5 Star Behavior Program
- SEL support/incentives
- Parent involvement
- MTSS
- Weekly SEL activities.

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

Restorative Practices & Behavior Interventions

- Restorative Return Practices:
 - Students returning from suspension will participate in restorative circles to repair harm and rebuild relationships with staff and peers.
 - Staff will facilitate reflection conversations to address behavior triggers and create a plan for future success.
 - Alternative discipline approaches (restorative conferences, mediation, and conflict resolution) will be prioritized over punitive measures.
- Behavior Intervention Programs:
 - 5-Star Behavior Program:

- A positive reinforcement system where students earn points for appropriate behavior.
- Points can be redeemed in a student store for incentives such as school merchandise, snacks, and privileges.
- MTSS (Multi-Tiered System of Supports):
 - Tier 1 (Universal Support): School-wide expectations, positive behavior incentives, and SEL curriculum.
 - Tier 2 (Targeted Support): Small group interventions and mentorship.
 - Tier 3 (Intensive Support): One-on-one behavioral coaching and referrals to counseling.

Social-Emotional Learning (SEL) & Student Incentives

- Weekly SEL Activities:
 - Lessons focused on self-awareness, emotional regulation, conflict resolution, and relationship skills.
 - Integration of SEL into classroom instruction through discussions and role-playing exercises.
- SEL Support & Incentives:
 - Rewards for demonstrating positive behavior and emotional growth (certificates, classroom privileges, special events).
 - Peer mentorship programs to encourage students to support and guide each other.

Staff Professional Development & Parent Involvement

- Professional Development for Staff:
 - Training on restorative justice practices, trauma-informed instruction, de-escalation techniques, and culturally responsive behavior management.
 - Workshops on implicit bias and equitable discipline practices to ensure all students receive fair treatment.
- Parent Involvement:
 - Workshops and meetings to help families understand school expectations and behavior support strategies.
 - Increase communication between staff and parents through home visits and regular check-ins.

Required Materials & Supplies

- Restorative circle materials (talking pieces, SEL workbooks, discussion guides).
- Incentives for behavior programs (prizes, student store items, certificates, and privileges).
- Professional development resources (training materials, guest speakers, and workshops).
- Parent engagement materials (flyers, online resources, and meeting supplies).

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 literacy and mathematics.

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

With Title I funds we plan to support English learner students by purchasing instructional materials designed specifically for English Learners, such as bilingual books, language development programs, or culturally relevant resources.

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 English learner students by purchasing specialized educational materials, textbooks, and digital resources to meet the needs of English Learner students.

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

Integrating culturally responsive teaching strategies to foster inclusive and engaging classroom environments that affirm students' backgrounds and reduce behavioral referrals. Providing professional development for staff focused on trauma-informed practices and restorative justice to better support English Learners academically and socially. Implementing structured academic support programs such as English language development (ELD) interventions to address learning gaps in literacy and mathematics. Increasing student engagement through culturally relevant curriculum to promote a positive school climate and reduce discipline incidents. Enhancing family engagement by offering multilingual communication, workshops, and family nights that empower parents to support their child's education and behavior at school.

Student Groups

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

- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

- Implement restorative conversations and reflection sessions for students returning from suspension.
- Develop re-entry plans with students, staff, and families to address behavior and prevent future incidents.
- Provide ongoing training in trauma-informed practices and de-escalation strategies.
- Offer workshops on classroom management and positive behavior interventions.
- Train staff on culturally responsive discipline practices to ensure fairness and equity.
- Expand the 5 Star Behavior Program to encourage positive behavior reinforcement.
- Utilize data-driven interventions to identify students in need of additional support.
- Implement peer mentorship programs to promote positive student interactions.
- Provide weekly SEL activities focusing on self-regulation, conflict resolution, and emotional intelligence.
- Incorporate incentive-based SEL programs to reinforce positive choices.
- Conduct family workshops on supporting student behavior at home and school.
- Increase communication with families regarding student progress and interventions.
- Partner with community organizations to provide additional resources for families.
- Utilize Tier 1 supports (school-wide behavior expectations, classroom management).

- Implement Tier 2 interventions (small group counseling, mentorship programs).
- Develop Tier 3 intensive supports (individualized behavior plans, wraparound services).

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 student participation in SEL activities and behavior programs.

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.

Reduction in behavioral incidents leading to suspension.

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.

Improved school climate, increased student engagement, and a sustained decrease in suspension rates.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Separate Classes: Special Educati	Nc-Equipment			: Increase student engagement in the classroom	513.00
G3A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Improve school's mental health and social emotional learning, including Climate and Culture.	10,931.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Improve our English Learners mental health and social emotional learning, including Climate and Culture.	500.00

\$11,944.00

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	✓	90 %	75.5 %	2024-2025	76.6 %

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 organizational culture domain in the Fall Climate & Culture staff survey shows a significant gap between the target of 90% and the actual 75.5%, with only a slight projected improvement to 76.6% for the next school year. This indicates that a substantial portion of staff members do not perceive the school's work environment as positive, collaborative, or supportive.

The data suggests ongoing issues related to staff morale, communication, leadership support, and professional trust. A low organizational culture rating can lead to decreased staff engagement, higher turnover rates, and diminished instructional effectiveness, ultimately impacting student outcomes. Addressing these concerns requires strengthening leadership transparency, enhancing professional collaboration, and fostering a more inclusive and supportive work environment.

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

- **Effective Communication and Transparency:**Staff may feel uninformed or disconnected from decision-making processes, leading to decreased trust in leadership and overall dissatisfaction with the organizational culture.
- **Recognition and Support for Staff:**Teachers and staff may not feel adequately recognized for their efforts or supported in their professional growth, contributing to low morale and engagement.
- **Opportunities for Collaboration and Shared Leadership:**A lack of structured opportunities for teacher input and leadership roles can lead to feelings of isolation and reduced investment in the school's mission.
- **Workload and Stress Levels:**Increased demands, staffing shortages, and insufficient resources can contribute to burnout, negatively impacting staff well-being and job satisfaction.
- **School Climate and Behavioral Support Systems:**Staff may feel unsupported in addressing student behavioral challenges due to inconsistent policies, lack of professional development, or inadequate intervention strategies.

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.

- Effective Communication and Transparency
 - Establish regular staff meetings and feedback channels where staff can voice concerns, ask questions, and receive updates on school-wide decisions.
 - Implement a clear communication plan that ensures staff are informed of important changes, initiatives, and decisions in a timely and transparent manner.
 - Promote a culture of shared decision-making by involving staff in the planning and implementation of key initiatives.
- Recognition and Support for Staff
 - Develop a formal recognition program that celebrates staff achievements, both big and small, and acknowledges their contributions to the school community.
 - Provide professional development opportunities tailored to staff needs and interests, including wellness programs and leadership training, to ensure continuous growth and motivation.
 - Offer mentorship programs to support new or struggling teachers, ensuring they feel supported in their professional journey.
- Opportunities for Collaboration and Shared Leadership
 - Create structured collaboration time within the school schedule for staff to engage in planning, sharing best practices, and problem-solving together.
 - Develop teacher leadership teams that empower educators to take on leadership roles, contribute to decision-making, and help shape school culture and policies.
 - Encourage and support cross-department collaboration to create a unified school culture and strengthen the sense of shared purpose among staff.
- Workload and Stress Levels
 - Review staffing levels and ensure that teachers have adequate planning time and resources to manage their workload effectively.
 - Offer mental health and wellness programs to help staff manage stress and maintain a healthy work-life balance.
- School Climate and Behavioral Support Systems
 - Implement a comprehensive behavior management system (such as PBIS or restorative practices) that offers clear expectations and support for both students and staff.
 - Provide targeted professional development on managing challenging behaviors, trauma-informed teaching practices, and culturally responsive classroom management.
 - Ensure access to mental health resources for both staff and students, including counseling and behavioral intervention programs, to address underlying causes of school climate issues.

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 recruitment and retention and diversity

Partially Implemented

The actions were partially implemented, as staff appreciation, celebrations, professional development, and daily debriefs have taken place but require greater intentionality for maximum effectiveness.

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 recruitment and retention and diversity

Partially Effective

Fulton will continue to focus on permanent staff that reflect the diversity of our community.

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.

1. Implement Cultural Proficiency Training for All Staff:
 - Incorporate guest speakers, workshops, and hands-on activities to enhance staff understanding and implementation.
 - Schedule ongoing professional development rather than a one-time event to ensure sustained growth.
2. Intentional Recruitment and Hiring for Diversity & Instructional Excellence:
 - Strengthen efforts to diversify hiring by partnering with universities and teacher preparation programs that focus on underrepresented educators.
 - Implement targeted hiring practices to recruit teachers and staff who prioritize high expectations, social-emotional learning, and student-centered instruction.
 - Require a demonstration lesson or equity-focused questions during the hiring process.
3. Professional Development & Daily Staff Learning Opportunities:
 - Dedicate consistent time for professional learning during daily staff debriefing sessions, even if done in small, focused segments.
 - Schedule monthly professional development days to cover instructional strategies, social-emotional learning, and classroom management.
4. Strengthen Teacher & SE Para Preparation Programs:
 - Partner with the district to evaluate and enhance teacher and SE Para preparation programs.
 - Provide mentorship opportunities for new staff to ensure they feel supported and confident in their roles.
 - Offer ongoing coaching and training tailored to the unique needs of staff working with diverse student populations.
5. Foster a Positive & Supportive School Culture:
 - Establish staff norms and agreements around trust, respect, fairness, and motivation to create a strong workplace culture.
 - Implement peer recognition programs and regular staff check-ins to build relationships and morale.
 - Provide team-building activities and professional reflection opportunities to strengthen the school climate.
6. Enhance Classroom Environment & Student Support:
 - Offer structured support for teachers to refine routines, procedures, and expectations.
 - Conduct classroom walkthroughs with actionable feedback to help teachers build positive and effective learning environments.
 - Ensure staff has access to resources and training for behavior management and trauma-informed practices.
7. Increase Staff Appreciation & Recognition:
 - Develop a formalized staff appreciation program that includes monthly recognition, staff shout-outs, and celebrations.
 - Provide small incentives, events, and social gatherings to acknowledge staff dedication and hard work.
 - Gather staff feedback to ensure appreciation efforts are meaningful and valued.

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/ELAC was pleased with the previous results and the new plan	SSC/ELAC was pleased with the previous results and the new plan	Staff is in agreement with the SSC/ELAC that were pleased with the

for staff recruitment and retention of staff reflecting on diversity,, including an action goal and the resources and plans increasing staff recruitment and diversity. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

for staff recruitment and retention of staff reflecting on diversity,, including an action goal and the resources and plans increasing staff recruitment and diversity. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

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

Action 1 :

Staff recruitment and retention and diversity

Action Details:

By the end of the school year, staff satisfaction will increase by 5% in the various categories of the Climate and Culture Categories by:

- Provide time for staff to attend professional development, including professional learning time for staff during our daily staff de-briefing, even if we have to do it in chunks..
- Make sure staff is prepared for their positions, take a strong look at the district teacher and SE Para prep programs.
- Create an environment of trust, respect, fair, caring, enthusiastic, dedication, reflective, caring, motivated and reflected.
- Help staff to create a positive classroom environment, ensuring routines, procedures, and expectations.
- Staff appreciation and celebrations

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

Professional Development & Support

- Hiring & Staff Preparedness:
 - Strengthen district teacher and SE Para prep programs to ensure all staff receive proper training.
 - Provide ongoing mentorship and support for new teachers and support staff.
- Daily Professional Learning Time & Staff Collaboration:
 - Allocate time for staff to attend professional development and collaborate during daily debriefing sessions.
 - Break training into smaller, manageable chunks to ensure participation without overwhelming staff.
 - Implement Professional Learning Communities (PLCs) for staff to share strategies, discuss challenges, and improve instructional practices.

Creating a Positive & Trusting Work Environment

- Building a Culture of Respect & Support:
 - Foster trust, fairness, and open communication between leadership and staff.
 - Encourage feedback loops where staff can share concerns and ideas for school improvement.
 - Offer team-building activities and social events to strengthen workplace relationships.
- Classroom Management & Support:
 - Provide staff with resources and training on effective classroom management strategies.
 - Ensure clear routines, procedures, and expectations to help teachers create a structured and engaging classroom environment.
- Staff Well-Being & Appreciation:
 - Recognize and celebrate staff accomplishments through monthly appreciation events, awards, and incentives.
 - Provide wellness resources to support staff mental health and work-life balance.

Required Materials & Supplies

- Professional development resources (workshop materials, PLC guides, teacher coaching materials).

- Staff appreciation incentives (certificates, small gifts, recognition events).
- Classroom management resources (SEL materials, positive behavior support guides, posters).

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

Student Groups

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

- Subscriptions/ licenses to Read 180
- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- Licenses for adaptive language learning platforms such as Imagine Learning, Rosetta Stone, or Lexia Core5 that provide individualized instruction and progress monitoring.
- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

Professional Development for Staff on best practices for integrated ELD instruction across all subjects.

Implementation of MTSS (Multi-Tiered System of Supports) to ensure ELs receive differentiated instruction based on individual needs.

Family Engagement & Outreach:

- Monthly Parent Workshops on supporting language development at home.
- Bilingual communication to ensure families are informed and engaged.

Access to Technology & Digital Resources

- Use of Imagine Learning, Rosetta Stone, and Google Translate to support language acquisition.
- Chromebooks and headphones provided for language-learning software use.

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 participation in professional development and collaboration 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.

Improved staff morale and positive feedback in climate and culture surveys.

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.

Higher staff retention, increased job satisfaction, and a more cohesive school culture.

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	✓	100 %	66.7 %	2024-2025	67.8 %

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 family engagement domain in the Fall Climate & Culture survey reveals a significant gap between the target of 100% and the actual score of 66.7%, with only a slight increase to 67.8% projected for the next school year. This indicates that a large portion of families do not feel adequately involved or engaged in their child's education. The low score suggests issues such as limited communication, insufficient opportunities for families to participate in school activities, or a lack of meaningful partnership between the school and families. These challenges can result in disengagement, reduced support for student learning at home, and a weakened sense of community within the school. Enhancing family engagement is critical to fostering a positive school culture, improving student outcomes, and ensuring that families feel valued and heard in the educational process.

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

- Communication and Outreach to Families:The school may not have effective or consistent communication channels to engage families, leading to missed opportunities for involvement in school events, meetings, or updates on student progress.
- Participation for Families:Families may face logistical barriers such as work schedules, language barriers, or lack of transportation that make it difficult for them to attend school events or meetings.
- Inclusive Engagement Opportunities:The school may offer limited types of engagement opportunities that fail to meet the diverse needs and interests of families, particularly those from historically marginalized or low-income backgrounds.
- Support for Family-Teacher Collaboration:There may be a lack of structured, intentional efforts to create meaningful partnerships between families and teachers, resulting in missed opportunities for collaboration on student success.
- Cultural or Trust Barriers:Families may feel disconnected or mistrustful of the school due to past negative experiences or cultural differences, preventing them from fully engaging in the school community.

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.

- Communication and Outreach to Families

- Communication and Outreach to Families
 - Develop and implement multiple communication channels (e.g., digital platforms, phone calls, newsletters, social media) to ensure families are consistently informed about school events, student progress, and opportunities for involvement.
 - Translate communications into the languages spoken by the school's diverse family population to ensure all families have equal access to important information.
 - Establish a family liaison position to facilitate consistent, proactive communication between the school and families, ensuring that no family is left out of the loop.
- Participation for Families
 - Provide flexible meeting times and virtual options for family events and conferences to accommodate working parents or families with limited transportation options.
 - Offer childcare services during family events or parent-teacher meetings to reduce barriers for families with young children.
- Inclusive Engagement Opportunities
 - Create a variety of family engagement activities that appeal to different interests and needs, such as workshops, volunteer opportunities, and social events.
 - Ensure culturally relevant activities and events are designed to engage families from diverse backgrounds, reflecting their cultural values and traditions.
 - Expand parent leadership opportunities by inviting families to participate in school committees, advisory boards, or as school ambassadors.
- Support for Family-Teacher Collaboration
 - Develop a structured system for regular family-teacher conferences that includes clear expectations, accessible times, and opportunities for meaningful collaboration on student progress and goals.
 - Provide training for teachers on how to effectively engage with families and collaborate with them on student success, focusing on cultural competence and empathy.
 - Create parent education programs to empower families with the tools and knowledge to support their children's learning at home.
- Cultural or Trust Barriers
 - Foster a welcoming school environment where all families feel valued, respected, and heard.
 - Implement family outreach initiatives aimed at building relationships and trust, particularly with historically marginalized or underserved communities.
 - Offer community-building events that focus on bridging gaps between families and the school, such as cultural celebrations, listening sessions, or "meet the teacher" nights.

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: Involving Families: A Relationship-Centered Approach

Partially Implemented

The actions were partially implemented, with IEP meetings and Back to School/Family Nights being successful; however, attendance was not comprehensive.

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: Involving Families: A Relationship-Centered Approach

Partially Effective

Parent surveys will be gathered at back to school night, open house
Parent feedback gathered at IEPs and community events.

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.

- Redesign Parent Engagement Opportunities:
 - Replace the Coffee and Donut Hour with more accessible options, such as virtual meetings, to accommodate working parents.
- Expand Back-to-School Open House/Family Night:
 - Continue the event but increase outreach efforts to ensure greater participation.
 - Provide incentives (e.g., raffles, childcare, food) to encourage attendance.
- Enhance IEP Meeting Support:
 - Continue supporting families through IEP meetings but improve by offering pre-meeting preparation sessions and follow-ups to ensure clarity and engagement.
- Improve Orientation/Introduction Meetings:
 - Develop a standardized intake process for new families to ensure all necessary student information is collected for a smoother transition.
- Increase Participation in Wellness Checks:
 - Offer virtual options to reach more families.
 - Provide a clear purpose and benefits of wellness checks to increase engagement.
- Revamp Parent/Student Handbook Review Process:
 - Implement structured handbook review sessions during orientation and key family engagement events.
 - Ensure handbooks are available in multiple languages for accessibility.
- Strengthen Case Manager & Family Communication:
 - Establish a consistent communication plan (e.g., weekly check-ins, newsletters, or text updates).
 - Use multiple communication platforms (email, phone calls, messaging apps) to accommodate family preferences.

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/ELAC was pleased with the previous results and the new plan for family engagement, including an action goal and the resources and plans to increase family engagement. They are also in agreement that we need to provide more opportunities for families to engage and develop stronger communication and relationships.

ELAC:

SSC/ELAC was pleased with the previous results and the new plan for family engagement, including an action goal and the resources and plans to increase family engagement. They are also in agreement that we need to provide more opportunities for families to engage and develop stronger communication and relationships.

Staff:

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

Action 1 :

Involving Families: A Relationship-Centered Approach

Action Details:

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

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

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

Family Engagement Activities & Services

To meet the goal of hosting at least one family engagement activity per month, Fulton School will implement the following initiatives:

- Monthly Family Events:
 - Back to School Night: Provide families with an overview of expectations, curriculum, and resources.
 - Open House/Family Night: Showcase student projects, achievements, and progress.
 - Orientation/Introduction Meeting: Help families understand the school's mission, programs, and services.
 - Wellness Checks: Proactively reach out to families to ensure students' well-being and academic progress.
 - IEP Meetings: Engage families in the development of Individualized Education Programs (IEPs) for students receiving special education services.
 - Parent/Student Handbook Distribution & Workshops: Provide clear guidelines on policies, expectations, and available resources.
- Case Manager & Family Engagement Improvement:
 - Strengthen the role of case managers in maintaining ongoing communication with families.
 - Implement a parent communication plan to ensure families receive timely updates about their child's academic and social progress.
 - Offer virtual and in-person meetings to accommodate all families.

Required Materials & Supplies

- Printed materials: Flyers, handbooks, informational packets.
- Technology: Devices and platforms for virtual meetings and communication (Zoom, Remind, Google Classroom).
- Event supplies: Coffee, donuts, refreshments, seating arrangements.
- Incentives: Small gifts, certificates, or raffle prizes to encourage participation.

Multi-Tiered System of Support (MTSS) Integration

- Tier 1 (Universal Support):
 - Regular communication via newsletters, emails, and phone calls.
 - Monthly family engagement events for all parents/guardians.
- Tier 2 (Targeted Support):
 - Personalized outreach from case managers for families with low engagement.
 - Additional workshops for parents needing extra support in understanding school processes.
- Tier 3 (Intensive Support):
 - One-on-one case manager meetings for families with students at high risk of disengagement.

- Home visits for families facing barriers to attendance and school involvement.

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.

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

Student Groups

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

- leveled texts that support both English language development and content knowledge.
- Visual aids (e.g., graphic organizers, word walls, interactive posters) and manipulatives that facilitate language acquisition.
- Supplementary curriculum resources such as activity books, flashcards, and language games designed for English learners.
- Interactive whiteboard software or apps that promote engagement in language lessons.
- Training sessions or workshops on best practices in ELD instruction, culturally responsive teaching, and effective use of technology for English learners.
- Software or materials for formative and summative assessments (e.g., ELPAC tools) to monitor student progress and tailor instruction accordingly.
- Materials and translation services to help communicate with families, such as bilingual newsletters or guides that explain academic expectations and support strategies for English learners.

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

- leveled readers, bilingual texts, and literacy resources to build vocabulary, comprehension, and fluency.
- Purchase of instructional materials designed specifically for English learners, including graphic organizers, vocabulary tools, and interactive digital content aligned with EL standards.
- Tools for formative and summative assessments (such as ELPAC-related resources) that help track language proficiency and guide instruction.
- Funding for workshops, online courses, or coaching sessions focused on evidence-based EL instructional strategies (like SIOP or GLAD) to enhance teacher capacity in supporting English learners.
- Materials for bilingual communication, such as translated newsletters, handbooks, and interactive digital tools, to strengthen home-school partnerships for EL families.

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

Back to School Night – Introduce families to staff, curriculum, and school expectations.

Open House/Family Night – Showcase student work and provide updates on academic and social-emotional progress.

IEP Meetings – Ensure individualized student support by engaging families in the special education process.

Orientation/Introduction Meetings – Help new families and students transition smoothly into the school environment.

- Wellness Checks – Conduct home visits or virtual check-ins to support student attendance, well-being, and academic success.
- Parent/Student Handbook – Provide a comprehensive guide with school policies, expectations, and available resources.
- Case Manager & Family Engagement Improvement – Strengthen communication between case managers, staff, and families to ensure student success.

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. Increased parent participation in meetings and school events.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. Strengthened relationships between families, students, and staff, leading to better academic and behavioral outcomes.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. Higher student achievement, improved attendance, and reduced disciplinary incidents due to increased family involvement.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Providing opportunities for families to engage in their student's education. *No Food or Incentives*	150.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Increase our English Learner family engagement to improve students' education.	236.00

\$386.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0188 Fulton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Bks & Ref			Improve graduation rate through academic programs.	1,500.00
G3A1	Title 1 Basic	Separate Classes: Special Educat	Nc-Equipment			: Increase student engagement in the classroom	513.00
G3A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Improve school's mental health and social emotional learning, including Climate and Culture.	10,931.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Improve our English Learners mental health and social emotional learning, including Climate and Culture.	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Providing opportunities for families to engage in their student's education. *No Food or Incentives*	150.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Increase our English Learner family engagement to improve students' education.	236.00
							\$13,830.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$2,163.00
Sup & Conc	7090	\$10,931.00
LCFF: EL	7091	\$736.00
Grand Total		\$13,830.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$1,500.00
G3 - Increase student engagement in their school and community	\$11,944.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$386.00
Grand Total	\$13,830.00