

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Pupil Outcomes

By June of 2026, the distance from standard for ALL 3rd-6th students on CAASPP will increase by 18.5 points from 28.5 points below standard to 10 points below standard to move from "low" to "medium" rating in English Language Arts.  
 By June of 2026, the distance from standard for All 3rd-6th students on CAASPP will increase by 14.6 points from 39.6 points below standard to 25.0 points below standard to move from "low" to "medium" rating in Mathematics.  
 By June of 2026, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% from a 81.7 point to a 77.6 point gap in English Language Arts.  
 By June of 2026, the achievement gap between 3rd-6th grade Asian and Hispanic students will decrease by 5% from an 94.9 point to a 90.2 point gap in Mathematics.  
 By June of 2026, the percent of English Learners making progress towards English Language Proficiency will increase by 8.3% from 41.7% to 50% based on the ELPAC.  
 By March of 2026, the percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 10% from 45% to 55% on Dynamic Indicators of Basic Early Literacy Skills (DIBELS).  
 By March of 2026, the percentage of students in grade 2-6 meeting or exceeding standard in reading will increase by 7% from 58% to 65% on STAR Reading.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While there has been incremental growth in both literacy and mathematics based on local assessments, there is still a significant amount of students performing below grade level in reading and mathematics. We have done some foundational work around the science of reading and are seeing the impact on local data in terms of positioning students to meet standards in subsequent years.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 California School Dashboard	In English Language Arts, the distance from standard for English Learners declined by 1.9 points to 49.2 points below standard.	In English Language Arts, the distance from standard for English Learners will increase by 29.2 points from 49.2 points below standard to 20 points below standard.
2024 California School Dashboard	In English Language Arts, the distance from standard for Hispanic students declined by 13.7 points to 54 points below standard.	In English Language Arts, the distance from standard for Hispanic students will increase by 29 points from 54 points below standard to 25 points below standard.
2024 California School Dashboard	In English Language Arts, the distance from standard for Socioeconomically	In English Language Arts, the distance from standard for Socioeconomically

	Disadvantaged declined by 13 points to 48.8 points below standard.	Disadvantaged will increase by 23.8 points from 48.8 points below standard to 25 points below standard.
2024 California School Dashboard	In Mathematics, the distance from standard for English Learners declined by 6.1 points to 54.2 points below standard.	In Mathematics, the distance from standard for English Learners will increase by 24.2 points from 54.2 points below standard to 30 points below standard.
2024 California School Dashboard	In Mathematics, the distance from standard for Hispanic students declined by 11.8 points to 65.4 points below standard.	In Mathematics, the distance from standard for Hispanic students will increase by 30.4 points from 65.4 points below standard to 35 points below standard.
2024 California School Dashboard	In Mathematics, the distance from standard for Socioeconomically Disadvantaged declined by 8.9 points to 57.8 points below standard.	In Mathematics, the distance from standard for Socioeconomically Disadvantaged will increase by 27.8 points from 57.8 points below standard to 30 points below standard.
2024 California School Dashboard	In English Learner Progress, 19.4% of students decreased at least one ELPI level on ELPAC which is an improvement from 31.2%.	In English Learner Progress, the percentage of students who decrease at least one ELPI level on ELPAC will decrease by 3.4% from 19.4% to 16%.
2024 California School Dashboard	In English Learner Progress, 39.6% of students increased at least one ELPI level on ELPAC which is an improvement from 34.1%.	In English Learner Progress, the percentage of students who increase at least one ELPI level on ELPAC will increase by 5.4% from 39.6% to 45%.
2025 STAR Renaissance Reading	In STAR reading, 58% of students in grades 2-6 were meeting or exceeding standard.	The percentage of students in grades 2-6 meeting or exceeding standard in reading will increase by 7% from 58% to 65% on STAR reading.
2025 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	In DIBELS, 45% of students in grades K-3 were meeting or exceeding standard.	The percentage of students in grades K-3 meeting or exceeding standard in reading will increase by 15% from 45% to 60% on DIBELS.
2025 STAR Renaissance Mathematics	In STAR Mathematics, 67% of students in grades 1-6 were meeting or exceeding standard.	The percentage of students in grades 1-6 meeting or exceeding standard in mathematics will increase by 3% from 67% to 70% on STAR mathematics.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Classroom teachers will be paid an additional 6 hours to plan with their grade level in August prior to the school year starting. The goal will be to review baseline EOY data as well as SST notes for incoming students in order to plan for small group instruction as part of the literacy block.	All students	5928.1 Other 1000-1999: Certificated Personnel Salaries Community Schools Grant  3000-3999: Employee Benefits
1.2	0.5 FTE Teacher on special assignment (TOSA) will utilize a multiple tiered approach to support individual student success by coordinating local	All Students	22661.1 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>and state assessments, data management, and interventions at the direction of the principal. The TOSA will support staff in progress monitoring interventions every 6-8 weeks and suggest adjustments as needed. When warranted, the TOSA will coordinate SSTs for students who are not progressing despite documented targeted intervention. The TOSA will test 3rd graders annually to see if they qualify for the gifted and talented program. In addition, the TOSA will update data sets at each trimester for grade levels to analyze and form instructional responses on a Professional Learning Community (PLC) notetaker. The TOSA will also support PLCs each week on planning instruction and/or intervention based on the direction of the principal and/or requests from the teams. The TOSA will support developing systems to track and monitor the progress for students in need of behavioral, attendance and social emotional academic development needs. The TOSA will also serve as the 504 coordinator and serve a key role in the MTSS implementation team.</p>		<p>1000-1999: Certificated Personnel Salaries .15 FTE</p> <p>7553.7 LCFF Supplemental 1000-1999: Certificated Personnel Salaries .05 FTE</p> <p>37768.5 LCFF Concentration 1000-1999: Certificated Personnel Salaries 0.25 Certificated staff</p> <p>Title I 3000-3999: Employee Benefits Certificated benefits</p> <p>LCFF Supplemental 3000-3999: Employee Benefits Certificated benefits</p> <p>LCFF Concentration 3000-3999: Employee Benefits Certificated benefits</p>
1.3	<p>0.6 TOSA Instructional coach will work under the direction of the principal to develop consistent instructional practices to support biliteracy. The instructional coach will support common lesson planning, collaboration around student data and vertical alignment in the program. In addition, they will support bridging the SDLI program with the English Language Instruction (ELI) program in order to create a cohesive school program by facilitating grade level collaboration across programs focused on inclusive practices and common pedagogy.</p>	SDLI students	<p>District Funded 1000-1999: Certificated Personnel Salaries 0.6 FTE</p>
1.4	<p>MTSS team (Instructional Leadership Team) will meet 3 times per year for a full day to develop and refine systems of student support for behavior, attendance, and social emotional academic development. They will then meet in between each full day to monitor the implementation of the school plan based on progress monitoring of goals.</p>	All students	<p>2700 LCFF Supplemental 1000-1999: Certificated Personnel Salaries sub rate</p> <p>3000-3999: Employee Benefits</p>
1.5	<p>Students will have access to copies/reprographics of standards aligned materials and resources.</p>	All students	<p>6600 LCFF Supplemental</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures copier lease
1.6	Staff will attend all district provided professional learning opportunities.	All students	District Funded
1.7	Professional Learning Communities framework, purpose and practice will be revisited in staff meeting trainings to strength existing PLCs. Teachers will meet every other Thursday (admin directed Thursdays) to respond to common formative assessments and adjust/plan instruction based on the data. In addition, sub days will be provided for instructional planning as a grade level (three half days per grade) for implementation of site and district initiatives.	All students	6950 LCFF Supplemental 1000-1999: Certificated Personnel Salaries sub rate  LCFF Supplemental 3000-3999: Employee Benefits
1.8	A roving sub will be provided 10 days per year to conduct Student Study Teams (SSTs), 504s and IEPs in order to address the needs of students who are not progressing adequately through a multi-tiered support system.	Targeted students based on need	3000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Paraprofessional  3000-3999: Employee Benefits Classified Benefits
1.9	Periodic training and planning time will be offered as part of the development of the Spanish Dual Language Instruction program in partnership with ATDLE.	SDLI students	District Funded 5800: Professional/Consulting Services And Operating Expenditures
1.10	Principal will meet with TOSAs during school breaks for systems alignment and next steps in both instructional and systems support. The days will be built into their calendar for no added cost.	All students	0
1.11	Bilingual paraeducator will provide targeted reading intervention under the direction of the principal based on formative assessment results.	Students in SDLI program	District Funded 2000-2999: Classified Personnel Salaries
1.12	The school and class libraries will be regularly updated with books in both English and Spanish that represent diverse groups and perspectives as well as increase the breadth of social emotional learning resources such as developing empathy, kindness, regulating emotions and developing healthy friendships. Lesson will be developed to use books both as windows that offer new perspectives or as mirrors that provide cultural relevance and connection. Our Scholastic Book Fair will be used to earn book credits to purchase from Scholastic as an additional funding source. In addition, there will be additional emphasis from	All students with emphasis on SDLI	1895.2 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	allocated to increase the number of Spanish titles in the library to support the Spanish Dual Language Immersion program as the current breadth of titles is limited due to the infancy of the program.		
1.13	Lexia Core 5 & Power Up (grade 4-6) and Imagine Learning Espanol (SDLI) will be used as online Tier 1 interventions.	Grades 4-6 and SDLI students	District Funded
1.14	Supplemental materials and instructional supplies will be provided to support students reaching mastery of standards.	All students	25333.3 LCFF Supplemental 4000-4999: Books And Supplies supplies
1.15	Teachers will implement the recommended Literacy Block including word recognition and language comprehension and writing as a Tier 1 structure utilizing adopted curriculum. The MTSS team will lead the professional development in staff meetings around implementation of the Literacy Block.	All students	0
1.16	In addition to integrated English Language Development (ELD) throughout the day, grade levels will regroup for daily based on proficiency level in order to provide English Learners with designated ELD.	English Learners	0
1.17	In addition to whole group grade level instruction, small group instruction will be provided in class for both literacy and mathematics to students performing significantly below grade level. Training and support will be provided by both the instructional coach and MTSS coach under the direction of the principal.	All students based on performance	0
1.18	MTSS TOSA will meet with CORAL lead after each trimester to provide literacy data for CORAL students and discuss ideas for supporting literacy needs of students.	All students	0
1.19	Supplemental program licensing will be purchases to provide additional review and enrichment such as Starfall and Mystery Science,	All students	1500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
1.20	After school interventions and intercession planning time will be offered pending staff availability in response to Tier II intervention data.	Students identified based on data	3291.5 LCFF Concentration 1000-1999: Certificated Personnel Salaries  300 LCFF Supplemental 2000-2999: Classified Personnel Salaries

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Although there was a decline in English Language Arts and Mathematics on CAASPP from 2023 to 2024, the local assessments in reading and math (STAR Renaissance) show higher levels of progress in 2025 as compared to 2024. DIBELS is a new assessment so there is no annual comparison. However the data has provided great insight to inform instruction on areas of word recognition that may require intervention.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our focus next year will be to continue to position students in literacy through analysis of skill gaps in our local assessment.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions For Learning

By June 2026, the percentage of students in grades 3-6 who respond favorably to the questions around sense of belonging will increase by 3% from 72% to 75% as measured by the LCAP student survey.

By June of 2026, the percentage of students who are chronically absent will decrease by 2.4% from 14.4% to 12% as measured by the California School Dashboard.

By June of 2026, the percentage of Asian Students who are chronically absent will decrease by 1.8% from 6.8% to 5% as measured by the California School Dashboard.

By June of 2026, the percentage of English Learners who are chronically absent will decrease by 1.5% from 16.5% to 15% as measured by the California School Dashboard.

By June of 2026, the percentage of Hispanic Students who are chronically absent will decrease by 1.5% from 16.5% to 15% as measured by the California School Dashboard.

By June of 2026, the percentage of socioeconomically disadvantaged students who are chronically absent will decrease by 2.8% from 17.8% to 15% as measured by the California School Dashboard.

By June of 2026, the percentage of students with disabilities who are chronically absent will decrease by 1.4% from 18.4% to 17% as measured by the California School Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While there has been an increase in the overall sense of belonging and all questions in that section of the survey had an increase in positive responses, the question "do you feel people care about you at school" still has the lowest response at 61% favorable. That doesn't align to anecdotal observations and other responses such as 80% responding favorably to "are you happy to be a student at this school". Perhaps incorporating the word "care" in our community circles to define and identify ways people care for us could shift the perspective. We are also noticing some students have a difficult time letting go and will bring up a conflict they had years ago, that is no longer occurring but they haven't moved on. Our work in community circles and restorative practices is aimed at shifting this dynamic.

In addition to sense of belonging, chronic absenteeism is a pervasive issue that requires new systems, strategies and supports to aim at increasing student attendance. The academic achievement gaps are a mirror of the attendance gaps with the Asian subgroup having the lowest rate of chronic absenteeism on the California School Dashboard of all other significantly represented subgroups. We simply cannot teach those who do not attend, so we will continue with our protocols of promoting and acknowledging positive school attendance.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to questions related to sense of belonging and school connectedness increased by 3% from 69% to 72%.	The percentage of students in grades 3-6 who respond favorably to questions related to sense of belonging and school connectedness will increase by 3% from 72% to 75%.
2025 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "do you feel like people care about you at school" increased by 6% from 55% to 61%.	The percentage of students in grades 3-6 who respond favorably to the question "do you feel like people care about you at school" will increase by 4% from 61% to 65%.
2025 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "do you feel like you are part of this school" increased by 3% from 71% to 74%.	The percentage of students in grades 3-6 who respond favorably to the question "do you feel like you are part of this school" will increase by 3% from 74% to 77%.
2025 Panorama LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably to the question "are you happy to be a student at this school" increased by 4% from 76% to 80%.	The percentage of students in grades 3-6 who respond favorably to the question "are you happy to be a student at this school" will increase by 2% from 80% to 82%.
2024 California School Dashboard	The percentage of students who were suspended from school increased from 0% to 0.2% which is BLUE on the California School Dashboard.	The percentage of students who are suspended from school will remain "very low" at less than 0.5% or less.
2024 California School Dashboard	The percentage of students who were chronically absent decreased by 3.7% from 18.1% to 14.4%.	The percentage of students who are chronically absent will decrease by 2.4% from 14.4% to 12%.
2024 California School Dashboard	The percentage of students with disabilities who were chronically absent decreased by 7.1% from 25.5% to 18.4%.	The percentage of students with disabilities who are chronically absent will decrease by 1.4% from 18.4% to 17%.
2024 California School Dashboard	The percentage of English Learners who were chronically absent decreased by 4.6% from 21.1% to 16.5%.	The percentage of English Learners who are chronically absent will decrease by 1.5% from 16.5% to 15%.
2024 California School Dashboard	The percentage of Hispanic students who were chronically absent decreased by 5.4% from 21.8% to 16.5%.	The percentage of Hispanic students who are chronically absent will decrease by 1.5% from 16.5% to 15%.
2024 California School Dashboard	The percentage of students socioeconomically disadvantaged who were chronically absent decreased by 3% from 20.8% to 17.8%.	The percentage of students socioeconomically disadvantaged will decrease by 2.8% from 17.8% to 15%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	A School Social Worker will be assigned to each school site on a part-time basis. School Social Workers will support the needs of all students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health,	All students	District Funded 1000-1999: Certificated Personnel Salaries school social worker

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	are both safe and supported on their learning journey.		District Funded 3000-3999: Employee Benefits
2.2	Fund noon duty staff to provide a safe, positive school climate. Provide training to noon duties on conflict resolution, restorative practices and supporting social skills with specifics on supporting the needs of students with disabilities.	All students	19,200 General Fund 2000-2999: Classified Personnel Salaries noon duty  General Fund 3000-3999: Employee Benefits
2.3	Principal is available by phone/text throughout the school day for staff to reach out if support is needed.	All students	500 General Fund 5900: Communications phone
2.4	Staff will continue to use the School Linked Services referral process to support students and families needing additional support or resources.	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures
2.5	Additional custodial hours will be allocated in the anticipation of the start of the year and/or other long breaks where deep cleaning requires attention beyond the allotted work hours to ensure a safe and welcoming work environment.	All students	500 General Fund 2000-2999: Classified Personnel Salaries custodial time  General Fund 2000-2999: Classified Personnel Salaries
2.6	Student council will organize periodic spirit weeks based on themes such as kindness, inclusivity and mental health awareness. In addition, one field day per trimester will be planned to give students an opportunity to explore different events and for student council to develop leadership in organizing events. Student council will also organize a CAASPP kick off rally in spring to develop motivation.	All students	0
2.7	Prizes/incentives will be utilized in weekly raffle for meeting behavior expectations of being safe, respectful, responsible problem solvers as well as for meeting milestones of growth on site goals and initiatives.	All students	1000 LCFF Supplemental 4000-4999: Books And Supplies  11.65 Other 4000-4999: Books And Supplies Community Schools Grant

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.8	Teachers will implement the 8 Keys to End Bullying lessons to develop common language, empathy and a sense of inclusion for students with diverse representations including students with disabilities.	All students	0
2.9	Principal will follow A2A attendance guidelines and meet regularly with parents of students who receive truancy or excessive absentee notices.	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures
2.10	A full-time School Linked Services Coordinator will support students and families in connecting to resources and services to meet basic needs, mental health supports and attendance improvement.	All students	75314.16 Other 2000-2999: Classified Personnel Salaries Community Schools Grant  29629.09 Other 3000-3999: Employee Benefits  1913 Other 5000-5999: Services And Other Operating Expenditures cell phone and travel allowance
2.11	Principal will work with MTSS TOSA and attendance secretary to implement Tier 1 systems to monitor student attendance proactively with progress monitoring checks embedded. Tier 1 system will include attendance data added to class lists, scripts for teachers and secretaries to communicate with families when absences occur.	All students	0
2.12	Principal will work with MTSS TOSA, school linked service coordinator and attendance secretary to develop Tier 2 systems to monitor student attendance proactively with progress monitoring checks embedded. Tier 2 system will include parent meetings, SART contracts, goal and token board system to improve attendance and SLS referrals if other factors impact such as transportation, mental health needs and housing.	All students	0
2.13	A partnership with Catholic Charities will allow for additional services and support as part of the community schools grant.	All students	52,500 Other 5800: Professional/Consulting Services And Operating Expenditures Community Schools Grant
2.14	Little Heroes will provide a coach to support unstructured recess times with cooperative play activities while developing student leaders focused on conflict resolution.	All students	53,000 Other 5800: Professional/Consulting Services And Operating Expenditures Community Schools Grant

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.15	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students.	All students	District Funded
2.16	Marshmallow MInds will provide 3 hands on learning experiences per grade focused on STEAM activities to engage students.	All students	13,895 Other 5800: Professional/Consulting Services And Operating Expenditures Community Schools Grant
2.17	Science Camp will be partially funded for students to reduce the cost to families	6th grade students	15000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
2.18	Teachers who attend Science Camp will receive a stipend per contract	6th grade students	2000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries
2.19	Plan assemblies to collectively engage students in our core values, goals and expectations in August and January. Additional contracted presenters such as WildMinds Science and Skateboarding will reinforce character development and enrich learning experiences.	All students	3000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
2.20	Flexible furniture will be provided to support sensory and neurodivergence in order to maximize classroom engagement. Classrooms library seating and calming areas will be enhanced.	All students	1401 General Fund 4000-4999: Books And Supplies  15,000 LCFF Supplemental 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Although we did not have the Little Heroes program, there was a collective focus from staff to provide guided support during unstructured times (recess) and focus on proactive supervision to reduce reactive actions. This included having an adult on duty referee any contact sports to reduce potential conflicts and ensure safety & sportsmanship. Our MTSS team also created attendance protocols to increase Tier I and Tier II responses to proactively reduce our chronic absenteeism.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between budgeted expenditures to implement strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will contract with Little Heroes to provide structured activities at recess and lunch. With no longer having a full time social worker, increasing the adult presence during unstructured times will engage students in order to reduce conflicts.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Engagement

By June 2026, the percentage of parents with favorable responses to the questions around parent engagement will increase by 1% from 97% to 98% based on the Winter LCAP Family Surveys.

By June 2026, the percentage of parents with favorable responses to the questions around outcomes will increase by 1% from 97% to 98% based on the Winter LCAP Family Surveys.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Of the 10 questions asked of parents around parent engagement, 7 had an increase in favorable responses, 2 had no increase or decrease but remained at 100% favorable. There was only 1 question with a decline of 2% favorable responses that stated "I have participated in school activities other than parent-teacher conferences this year. Although we have had great community turn out at Back to School and Winter Concert, next year we will add more frequent engagement activities that will engage our parents. We started an informal parent club this year that already has ideas of community activities they want to help plan.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "I have participated in school activities other than parent-teacher conferences this year" decreased from 95% to 93%.	The percentage of families who respond favorably to the parent engagement question "I have participated in school activities other than parent-teacher conferences this year" will increase by 3% from 93% to 96%.
2025 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "important school information is being communicated to me in the language I understand best" increased from 98% to 100%.	The percentage of families who respond favorably to the parent engagement question "important school information is being communicated to me in the language I understand best" will maintain at 100%.
2025 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "the school takes parents' opinions into consideration" increased from 93% to 98%.	The percentage of families who respond favorably to the parent engagement question "the school takes parents' opinions into consideration" will increase by 1% from 98% to 99%.

2025 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "my child's school offers opportunities to help me learn how to support my child's learning" increased from 91% to 96%.	The percentage of families who respond favorably to the parent engagement question "my child's school offers opportunities to help me learn how to support my child's learning" will increase by 2% from 96% to 98%.
2025 Panorama LCAP Family Survey	The percentage of families who responded favorably to the parent engagement question "I am aware of the importance of school attendance" maintained at 100%.	The percentage of families who respond favorably to the parent engagement question "I am aware of the importance of school attendance" will maintain at 100%.
2025 Panorama LCAP Family Survey	The percentage of families who responded favorably to the outcomes question "I am satisfied with my child's academic progress right now" increased from 87% to 97%.	The percentage of families who respond favorably to the outcomes question "I am satisfied with my child's academic progress right now" will increase by 2% from 97% to 99%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide interpretation for all workshops and meetings including SSC, ELAC, parent conferences and general parent meetings and workshops. Funds are allocated for Spanish and Vietnamese interpretation at meetings and during fall parent-teacher conferences.	All students	300 LCFF Supplemental 2000-2999: Classified Personnel Salaries  LCFF Supplemental 3000-3999: Employee Benefits
3.2	Language Line will be used to support languages outside of Spanish and Vietnamese for parent-teacher conferences as well as for any parent teacher meetings (in person, zoom, phone) where internal staff is not available.	All students	0 District Funded
3.3	Provide food for all in person workshops and meetings including SSC, ELAC and general parent meetings and workshops.	All students	1000 LCFF Supplemental 4000-4999: Books And Supplies food  600 General Fund 4000-4999: Books And Supplies food
3.4	Ensure all written fliers and communication are translated in Spanish and Vietnamese through use of adjunct duties.	All students	0
3.5	Publicize all events through multiple avenues (e.g., Parent Square posts/text/email, paper fliers and Parent Square voice messaging).	All students	District Funded  communication platform

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			100 General Fund 5000-5999: Services And Other Operating Expenditures
3.6	Send home report cards and important school documents in a timely manner (postage).	All students	200 General Fund 5700-5799: Transfers Of Direct Costs postage
3.7	Added secretary time to support upkeep of workload and high quality customer service.	All students	500 General Fund 2000-2999: Classified Personnel Salaries secretary extra hours  General Fund 3000-3999: Employee Benefits
3.8	Provide supplies, materials and raffles for parent meetings and community events (e.g., fall carnival and winter concert).	All students	1000 LCFF Supplemental 4000-4999: Books And Supplies supplies, raffle items
3.9	Part-time MTSS TOSA will support parent engagement through helping develop parent workshops and supporting compliance of SSC and ELAC governance groups. TOSA will also support attendance monitoring and communication efforts.	All students	7553.7 Title I 1000-1999: Certificated Personnel Salaries TOSA  Title I 3000-3999: Employee Benefits
3.10	Principal will work with the Parent Club to organize parent engagement activities such as cultural events, movie nights, and community events.	All students	0
3.11	Provide monthly communication regarding the correlation between attendance and academic performance.	All students	0  Principal & TOSA partnership
3.12	Provide parents tools for supporting their children both with ongoing Parent Square messaging and workshops throughout the year.	All students	0  Principal & TOSA partnership
3.13	Provide parent education workshops for supporting children with literacy at home through a partnership with Cultivating Literacy.	All students	District Funded

## Annual Review

## SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented as listed including providing translations and interpretations for meetings and school documents as well as effective running of governance groups.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation/budget and actual implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to continuing what has been effective, there is still a need to foster deeper levels of parent involvement through ongoing parent workshops and connections.