Figarden Elementary

10621666006233

Principal's Name: Cari Lopez

Principal's Signature: Cari L Lopez

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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 – Cari Lopez	X				
2. Chairperson - Ashley Williams				X	
3. Madeline Deluca		X			
4. Ashley Walton		X			
5. Barbara Curran		X			
6. Trisha Hogaboom			X		
7. Inez De La Cerda				X	
8. Hannah Hubbard				X	
9. Yessenia Oliveras				X	
10. Brianna Powell				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Figarden Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Cari Lopez**	Cari L Lopez	**3/16/2026**
SSC Chairperson	**Ashley Williams**	Ashley Williams	**3/16/2026**

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

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

FY 2026/27

Figarden - 0160

ON-SITE ALLOCATION

3010	Title I	$70,242	*
7090	LCFF Supplemental & Concentration	$199,680	
7091	LCFF for English Learners	$23,920	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$293,842**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,036
	Program Budget	$68,206
	Total Title I Allocation	$70,242

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Figarden Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		11.5 %	2024-2025	**16 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		29.7 %	2024-2025	**35 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)	44.6 %	40 %	2025-2026	**50 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	52.3 %	42.5 %	2025-2026	**53 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)	72.4 %	29.9 %	2025-2026	**34 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		55.1 %	2025-2026	**61 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	45 %	36.5 %	2025-2026	**45 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)	39.9 %	38.9 %	2025-2026	**44 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	45.9 %	36.8 %	2025-2026	**46 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)	72.1 %	51.9 %	2025-2026	**57 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		50.8 %	2025-2026	**56 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	32.4 %	22 %	2025-2026	**27 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-19.5 pts	-31.9 pts	2024-2025	**-19.5 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		44.6 %	2024-2025	**49.6 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-36.7 pts	-52.5 pts	2024-2025	**-37.5 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-117.3 pts	2024-2025	**-102.3 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		36.2 %	2024-2025	**41.2 %**

Goal 2	Chronic Absenteeism - (African American)		32.8 %	2024-2025	**28.8 %**	↓
Goal 2	Chronic Absenteeism - (Asian)	32.3 %	35.6 %	2024-2025	**31.6 %**	↓
Goal 2	Chronic Absenteeism - (English Learner)		32.8 %	2024-2025	**29.8 %**	↓
Goal 2	Chronic Absenteeism - (Hispanic)		36.5 %	2024-2025	**33.5 %**	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		46.8 %	2024-2025	**43.8 %**	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	29.7 %	23.7 %	2025-2026	**20 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	96.4 %	92 %	2025-2026	**93.1 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	80.3 %	74 %	2025-2026	**80.5 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	**90 %**	↑
Goal 2	Suspension Rate - (Students w/ Disabilities)		8 %	2024-2025	**4 %**	↓
Goal 2	Suspension Rate - (Two or More Races)		9.1 %	2024-2025	**5.1 %**	↓
Goal 2	Suspension Rate (ALL) Semester 1	3 %	2.6 %	2025-2026	**2 %**	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Early Literacy Instruction and ELA Intervention:
Despite implementation of core ELA and intervention structures, the K–2 foundational skills program and the 3–6 grade-level reading/writing work are not consistently explicit, targeted, or vertically aligned, especially at the Kindergarten to First Grade transition. This results in insufficient midyear acceleration (i-Ready stretch growth below target in K and schoolwide) and SBAC ELA outcomes that do not yet reflect strong comprehension of complex text and evidence-based writing.
Evidence: i-Ready stretch growth is far below target in K (29.9% vs 72.4%), under in Grade 1 (40.0% vs 44.6%), and under schoolwide (42.5% vs 52.3%) from D1 to D2.

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

ELPAC Proficiency and ELA Intervention:
Despite designated and integrated ELD structures, instructional practices from both the Certificated ELD Tutor and classroom teachers are not consistently providing explicit, high-leverage language instruction (listening, speaking,

reading, and writing) that moves English Learners toward sustained growth and advanced proficiency.
Evidence: Only **11.5%** of students scored **ELPAC Level 4**, and only **29.7%** improved **at least one** ELPI level, indicating limited progress and a small proportion of students reaching advanced proficiency.

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

Mathematical Instruction

Math instruction across K–6 is not yet consistently aligned to the California Mathematics Framework's emphasis on conceptual understanding, discourse, grade-level access, and UDL, resulting in limited acceleration, low proficiency, and knowledge gaps for all students with data showing significant gaps for students with disabilities.
Evidence: The data results show the largest insufficient acceleration is in Kindergarten. There is low proficiency across Grades 1-6 and there are large access gaps for SWD.

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

Chronic Absenteeism
Despite existing attendance procedures, the school team has struggled to implement a consistent, proactive, and culturally responsive system to monitor, communicate, and respond to early patterns of absenteeism, particularly for students with disabilities and other disproportionately impacted groups, which is resulting in persistently high chronic absenteeism rates across the school.
Evidence: Nearly 1 in 4 students schoolwide is chronically absent. There are disproportionately high rates for SWD, English Learners, Hispanic, Asian, and African American students.

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

Suspension Rate

Despite existing behavior and discipline procedures, as well as a MTSS system for behavior (Tier 1-3) it is not consistently implemented due to staff vacancies, or lack of appropriate supports for SWD. Trained staff and consistent implementation of expectations prevent and de-escalates challenging behavior, ensures access to core instruction, and uses restorative alternatives.
Evidence: The data shows a suspension rate of 2.6% overall with disproportionate impact on Students with Disabilities (8.0%) and students reported as Two or More Races (9.1%).

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

Early Literacy Instruction and ELA Intervention:

1. Inconsistent, explicit foundational skills routines in K-1.
2. Weak bridge from decoding to fluent reading in K-2.
3. Small-group instruction and intervention not always aligned to the exact skill deficit.
4. Limited, consistent work with grade level complex text and evidenced based writing.

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

ELPAC Proficiency and ELPI Progress

1. Designated ELD instruction needs clear language objectives for each day.
2. Integrated ELD is not systemically planned within the core content instruction.
3. Lack of frequent formative assessments aligned to the four domains of the ELPAC assessment.

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

Mathematics

1. Early numeracy foundations in K-2 are inconsistent. Number sense and early operations routines vary.
2. Limited, consistent engagement with grade-level problem solving and mathematical discourse in Grades 3-6.
3. Small group instruction and intervention are not consistently implemented in the area of Mathematics in all classrooms.
4. SWD lack consistent access to core curriculum via UDL/accommodations and high leverage practices.

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

Chronic Absenteeism

1. Students are not being identified at the early warning thresholds which decreases time and effectiveness of interventions.
2. Families' communication in regard to attendance is inconsistent and not always accessible due to language barriers.
3. SWD often have chronic or unmet medical and social-emotional needs.
4. Students lack a sense of belonging and do not feel connected to any adults on campus.
5. Attendance is often treated as an operations issue rather than an instructional equity issue.

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

Suspension

1. Tier 1 behavior instruction and classroom routines are inconsistent across classrooms/grades.
2. Tier 2/3 supports are not consistently matched to the function of the behavior; FBAs/BIPs are delayed or underutilized.
3. Core instruction is not accessible due to insufficient accommodations or understanding of how to accommodate SWD leads to escape/avoidance behaviors.

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.

Early Literacy Instruction and ELA Intervention

1. Refine implementation of daily PA/Phonics with explicit modeling, choral responses, and cumulative review.
2. Continue to implement schoolwide fluency protocol (e.g., repeated reading/parter reading/daily practice/daily instruction)
3. Use mClass screener and iReady results to precisely match small group instruction to phonemic awareness, phonics, fluency, and vocabulary needs.
4. Instruction/practice with daily grade level text, purposeful scaffolds, text dependent questions, and short quick writes three to five times per week.

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.

ELPAC Proficiency and ELPI Progress

1. Ensure Certificated tutor is posting daily language objectives and utilizing a common lesson structure.
2. PLCs plan embedded language demands into all content areas. (e.g., explain and justify, utilizing sentence frames for accountable talk and writing, plan structured talk moves aligned to each day's task.
3. Implement bi-weekly ELPAC aligned mini tasks (e.g., speaking/listening prompts and reading to writing responses)

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.

Mathematics Instruction

1. Implement daily numeracy routines focused on counting collections, subitizing, and number talks with visual models. Require students to provide explanations using talk moves. (e.g., How do you know?)
2. Engage in daily problem-solving task supported with visual models, sentence frames to support justification, structured accountable talk. Require written explanations using models and math language and vocabulary as required by the standard.
3. Form small groups, based on data and observations. Teach with models, number relationships, and reasoning. Monitor progress using concept-based checks.
4. Embed UDL supports for SWD in every core mathematical lesson. (e.g., visual models, worked examples, and multiple representations of responses. Align instruction and supports to conceptual understanding, not just computation.

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.

Chronic Absenteeism

1. Utilize Everyday Labs to flag students at 5% and 10% absences to allow for early intervention.
2. Train staff on strength-based attendance conversations and from compliance to support-oriented, relationship-based outreach.
3. Provide flexible supports, when appropriate (e.g., check in/check out, modified schedules, etc.)

4. Implement daily welcoming routines from personnel at gates, the front office staff, and classroom teachers. Provide positive recognition for classes and individuals.
5. Integrate attendance data into all small teams' meetings, including PLC meetings,

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

Suspension

1. Common classroom routines (e.g., Mr. MAC/CHAMPS, attention signals) paired with 3:1 positive reinforcement ratio
2. De-escalation training for all staff (e.g., prevent/predict/plan; calming corners; common responses)
3. Co-planning time with GE and SPED staff to align IEP supports and ensure accommodations/modifications are present in lessons and across subjects.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Reading and Writing on Grade Level

Partially Implemented

All tier one actions were implemented; however, the site experienced staffing fluctuations. We also had a Kindergarten Paraprofessional vacancy for the majority of the school year; therefore, the kindergarten classrooms were sharing paraprofessionals and so there was not consistent support for a second instructional station on a daily basis in all classrooms. Coaching cycles were limited the first semester. PLC essential learning calendars with CFA cycles were developed but not all timelines were adhered to due to limited PLC time.

All tier two actions were implemented. Progress monitoring of students' response to intervention has increased, but needs to be refined. Due to the high number of students on IEPs, it was difficult to schedule SST meetings. Very few SST meetings occurred within the first semester.

Math instruction and Tiered supports

Partially Implemented

All Tier 1 actions were implemented; however, it was discovered with a schedule audit that Kindergarten needed to increase their instructional minutes for Math. Teachers are struggling to implement the conceptual based lessons and use of manipulatives to support conceptual understanding. Even though the site license for Reflex was purchased for Grades 1-6, not all teachers implemented with fidelity.

While some PLCs implemented small group instruction during their math block, based on the CFAs and other data, it is a practice that needs to be refined and replicated across grade levels to ensure that Tier 2 intervention is taking place in Math.

Reading by First Grade

Partially Implemented

All tier one actions were implemented; however, the site experienced staffing fluctuations. We also had a Kindergarten Paraprofessional vacancy for the majority of the school year; therefore, the kindergarten classrooms were sharing paraprofessionals and so there was not consistent support for a second instructional station on a daily basis in all classrooms. Coaching cycles were limited the first semester. PLC essential learning calendars with CFA cycles were developed but not all timelines were adhered to due to limited PLC time.

Implementation of iReady MyPath with fidelity was closely monitored using the reports provided by AMA and teachers adjusted schedules, points of access, and developed incentives for lesson completion and passage rates. This helped to increase the number of kindergarten and first grade students who were closer to proficiency and meeting their stretch growth goal targets on D2. 150/229 or 65% of students in K-2 met 40% of their stretch growth goal at D2.

All tier two actions were implemented. Progress monitoring of students' response to intervention has increased but needs to be refined.

Character and competencies for workplace

Partially Implemented

While most Tier 1 actions were implemented. They were implemented at a beginning level of implementation and implementation will be refined and deepened throughout the remainder of the year as well as the upcoming year. Continued professional development is needed in culturally responsive teaching practices, building student ownership, and make content relevant to the lives of our students. Additional professional development is needed to ensure that students are being provided specific and actionable feedback. Student jobs was launched in the second quarter and will continue to be expanded next school year to increase student connectedness. Elective wheel and clubs have not yet been implemented in the 2025-2026 school year. As of this time, Junior Achievement dates have not been set.

Increase in school connectedness

Fully Implemented

Actions in all Tiers were fully implemented with the results being 86% of our students responded favorably in the health and wellness questions on the survey. All actions will be continued and refined for next year.

Student Engagement--Suspension

Partially Implemented

All Tier one actions have been implemented; however, the site has experienced staffing fluctuations throughout the year, which has made it difficult to conduct consistent daily CICO with students. The Tier 2 specialist position was vacant until January 2026, which means that the Tier 2 and 3 Actions could not be fully implemented.

Student Engagement - Chronic Absenteeism

Partially Implemented

The actions in all three Tiers were partially implemented due to various factors such as the site experiencing staffing fluctuations throughout the year, which meant that TST meetings were not held in the first semester. PBIS celebrations have not be implemented this year. CCT team is working to restart PBIS at the PLC level and refine the implementation plan for next school year. The HSL has been supporting attendance efforts through phone calls, parent engagement hours, home visits, and CICO with students who are experiencing attendance issues. Administrators have been attending Everyday Labs Professional Learning to improve attendance monitoring and responses. Monthly attendance brag tags were purchased to motivate students and reward students for having 98% attendance or better each month. The management of monthly brag tags has been difficult as the data is not easily compiled.

Recruitment and Retention of Staff

Partially Implemented

The actions in all three Tiers were partially implemented. CCT surveyed staff to identify what types of feedback they desired and how to make them feel valued. It was difficult during the first semester to provide frequent feedback to all staff due to the intensity of behaviors across the campus and within the SPED programs. Coaching support was not available to staff in semester one.

Increase family engagement and inclusion opportunities

Fully Implemented

Actions in all three Tiers were implemented. As a result, 92% of families who completed the survey gave favorable responses in the health and wellness guardrails.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Reading and Writing on Grade Level

Partially Effective

What's Working

Tier 1

- Structures are in place: PLCs, instructional calendars, Wonders implementation, blended learning, i-Ready usage, and coaching cycles.
- A majority of students (55.1%) met typical growth, indicating that core instruction supports grade-level maintenance for some students.
- Universal access to curriculum, technology, and ELD supports is established.

Tier 2

- Targeted small-group instruction during MTSS blocks is in place.
- Certificated tutor and Teaching Fellows increase adult-to-student ratio.
- Ongoing progress monitoring and data reviews occur.

Tier 3

- Push-in/pull-out models allow for individualized support.
- Decisions are data-driven and aligned to documented need.

What's Not Yet Working

Tier 1

- Stretch growth and proficiency remain below targets, suggesting that Tier 1 instruction is not accelerating learning fast enough, especially for students below grade level.
- Kindergarten data shows significant gaps in early literacy outcomes, indicating that foundational skills instruction is not yet sufficiently impactful.
- Variability in implementation fidelity (use of Wonders, differentiation, ELD scaffolds, and data-driven instruction) likely limits effectiveness.

Tier 2:

- Growth rates suggest that interventions are not yet closing gaps quickly enough.
- Intervention intensity and alignment to specific skill deficits may need refinement.

Tier 3:

- Tier 3 structures are appropriate and aligned but cannot compensate for gaps in Tier 1 instruction. Long-term effectiveness depends on strengthening earlier tiers.

As a result, while we have implemented research-based instructional actions across all MTSS tiers, current data indicates that these actions have been **partially effective** in supporting student growth. Over half (55.1%) of students demonstrated typical growth; however, stretch growth, proficiency, and early literacy outcomes remain below the targets. This indicates a need to continue to strengthen Tier 1 instruction, particularly in foundational literacy skills, while also refining Tier 2 intervention intensity and consistency. Continued focus on implementation fidelity with progress monitoring, and targeted professional learning is necessary to improve outcomes and reduce the number of students requiring intensive support.

Math instruction and Tiered supports

Partially Effective

What Is Working:

Tier 1

- Daily mathematics instructional schedules, access to adopted curriculum (GoMath), and blended learning tools (i-Ready, Reflex, Frax) are supporting expected annual growth for many students.
- SBAC Meets or Exceeds Standards target met (36.2%), demonstrating partial alignment of Tier 1 instruction to grade-level Common Core State Standards and state assessment expectations.
- PLC structures are established and functioning, including collaborative planning, development of CFAs/CSAs, and use of instructional calendars, reflecting implementation of planned actions.
- Grade 1 stretch growth near target, suggesting that Tier 1 practices in early grades are beginning to show positive impact.

Tier 2

- Tier 2 systems are in place, including PLC identification of students using CFAs, scheduled Tier 2 instructional time, and small-group instruction based on identified learning needs.
- Teachers are using i-Ready diagnostic data and CFA results to identify students requiring additional support, reflecting alignment to MTSS problem-solving practices.

Tier 3:

- Student Success Team (SST) structures are implemented, including referrals, documentation, and collaborative problem-solving.

What Is Not Working

Tier 1:

- Tier 1 instruction is not consistently resulting in mastery of grade-level standards.
- Stretch growth targets not met for All Students and Kindergarten, suggesting that Tier 1 instruction lacks sufficient rigor, depth, and opportunities for productive struggle, despite access to curricular and digital resources.
- Evidence indicates inconsistent implementation of student discourse, conceptual understanding, and high-cognitive-demand tasks, limiting transfer from typical growth to proficiency.

Tier 2:

- Stretch growth targets were not met, indicating that Tier 2 interventions are not sufficiently accelerating learning for students performing below grade level.
- The gap between typical growth (met) and proficiency (missed) indicates that Tier 2 supports are not consistently closing skill gaps or moving students to grade-level performance.
- Evidence suggests a need for stronger implementation fidelity, including clearer entry and exit criteria, more skill-specific grouping, shorter intervention cycles, and more frequent progress monitoring.

As a result, the mathematics actions are **partially effective**. Tier 1 instruction supported **typical student growth** which demonstrates a solid instructional foundation; however, it did not consistently result in accelerated growth or grade-level proficiency, as evidenced by missed i-Ready stretch growth and proficiency targets. Tier 2 interventions were not implemented in all K-6th grade classrooms and were minimally effective, as they did not sufficiently accelerate learning or close identified skill gaps.

Reading by First Grade

Partially Effective

What Is Working

Tier 1:

- Instructional structures and systems are in place, including PLC-developed instructional calendars, protected ELA minutes across the five domains of reading, scheduled writing blocks, and use of GVC Wonders as the core curriculum.
- Grade 1 stretch growth is near the target (40.0% vs. 44.6%), indicating that Tier 1 instruction in Grade 1 is beginning to support accelerated literacy growth.
- Implementation of Science of Reading-aligned professional learning, coaching, and use of foundational skills progressions supports consistency in instructional approach.
- Technology integration and blended learning structures provide students opportunities to practice, collaborate, and engage with grade-level ELA content.
- Kinder classrooms staffed with paraprofessional support and K–2 implementation of Orton-Gillingham–based foundational skills instruction demonstrate strong alignment to early literacy best practices.

Tier 2:

- Tier 2 systems are established, including scheduled MTSS blocks, identification of students using Tier 1 CFAs, and differentiated literacy instruction for Kinder–1st grade (30–40 minutes).
- Additional staffing supports are in place, including a certificated tutor and Teaching Fellows to support foundational literacy skills in K–1.
- Collaboration between tutors, Teaching Fellows, and the Instructional Coach supports capacity-building and instructional alignment.

Tier 3:

- A clear SST process is in place to identify students for Tier 3 services based on data.
- Push-in and pull-out services are available to address intensive literacy needs based on individual student profiles.

What Is Not Working

Tier 1:

- Tier 1 instruction is not yet producing the expected level of accelerated growth in early literacy.
- Despite strong structures, data suggests inconsistent transfer of foundational skills instruction to measurable growth outcomes.
- Differentiation for remediation and acceleration within Tier 1 is not yet consistently effective, especially for students requiring early intervention in phonics, phonological awareness, and decoding.

Tier 2

- Kindergarten stretch growth data indicates Tier 2 supports are not yet accelerating learning sufficiently, suggesting a need for greater precision in skill-based grouping and instructional focus.
- Tier 2 interventions require stronger progress monitoring, clearer entry/exit criteria, and tighter alignment to specific foundational literacy deficits.
- Current Tier 2 supports are not consistently closing gaps quickly enough to move students toward stretch growth benchmarks.

As a result, the effectiveness of the actions is partially effective. Tier 1 instructional systems and professional learning aligned to the Science of Reading are in place and are beginning to yield results in Grade 1, where stretch growth is near target. However, Kindergarten stretch growth data indicates Tier 1 instruction and differentiation are not yet producing sufficient acceleration. Tier 2 interventions are implemented but have been minimally effective in closing foundational skill gaps, particularly in Kindergarten, highlighting the need for greater precision, progress monitoring, and instructional intensity. Tier 3 systems are established through the SST process, though additional data is needed to determine impact.

Character and competencies for workplace

Partially Effective

As a result, the effectiveness of the actions is partially effective. Meaningful work was not started until mid-year and we do not yet have all staff buy-in which limits the number of students who are able to participate. Student engagement data has not been entered on time, due to having a new VP who is learning about engagements at the elementary level and how to enter the data. Teachers have not been consistent on collecting data during spirit weeks which assists with the engagement data for our K-3 students.

Increase in school connectedness

Effective

What's Working?

Tier 1:

- Strong student outcomes: The Fall Climate & Culture Student Survey shows 86% favorable in the Student Health & Wellness domain (actual), indicating high levels of school connectedness, safety, and student well-being.
- Consistent schoolwide engagement structures: PLC-developed instructional calendars support regular Tier 1 implementation of schoolwide experiences, assemblies, celebrations, and character-building activities.
- Universal access to enrichment: All students K–6 receive music instruction, with grade-level showcases throughout the year, promoting belonging, confidence, and student voice.
- Positive school culture systems: Schoolwide PBIS, Finest Falcons assemblies, and celebrations reinforce positive behaviors aligned to character traits and workplace competencies.
- Student choice and agency: Opportunities for Meaningful Work, lunch and after-school clubs, and elective wheels (6–8-week rotations) allow students to self-select experiences aligned to interests, increasing engagement and ownership.
- Inclusive resources: Use of multicultural Books of the Month aligned to character traits and competencies supports inclusive representation and shared values.
- Access to materials and resources**:** Adequate instructional materials, technology, and resources support consistent implementation of Tier 1 climate and culture actions.

Tier 2:

- Data-informed identification: The Climate & Culture Team conducts bi-annual (Fall and Spring) reviews of student survey data to identify student groups who may be less engaged.
- Intentional responsiveness: Structures are in place to develop targeted engagement opportunities for identified groups, supporting connection to school, staff, and peers.

Tier 3:

- Clear identification process: Students demonstrating a need for increased school connectedness are identified through established Student Success Team (SST) processes.
- Flexible service delivery: Push-in and pull-out opportunities allow for individualized connection to experiences based on student need.

Based on Fall survey data showing 86% favorable in Student Health & Wellness, Tier 1 actions are effective in promoting school connectedness and well-being.

Student Engagement--Suspension

Effective

What is working:

Tier 1:

- Overall student behavior outcomes are improving: The school met the Semester 1 suspension rate target for ALL students (2.6% vs. 3%), indicating effective Tier 1 SEL instruction and schoolwide behavior systems.
- Consistent SEL instruction: All teachers provide explicit and embedded SEL instruction using Second Step, Morning Meetings/Classroom Meetings, and Olweus Bullying Prevention, supporting skill development in self-management, peer relationships, conflict resolution, and bullying prevention.
- Clear expectations and routines: Staff implementation of MAC and CHAMPS has established consistent classroom routines, expectations, and behavior supports across campus.
- Schoolwide culture systems: PBIS structures, Falcon Tickets, and consistent messaging (e.g., *"Have You Filled a Bucket Today?"*) reinforce positive behavior and kindness.
- Staff capacity building: All staff receive suicide awareness and prevention training, increasing adult readiness to support students' social-emotional and mental health needs.
- Visible expectations: Schoolwide expectations for health, safety, and civility are explicitly taught, posted, practiced, and reinforced across multiple settings.
- Dedicated planning structures: PLC-developed instructional calendars ensure regular Tier 1 SEL instruction and consistent implementation across classrooms.
- Targeted adult support embedded at Tier 1: Resource Counselor Assistants (RCAs) support positive adult connections, provide skill reinforcement, and assist students needing brief breaks or regulation supports.

Tier 2:

- Clear identification systems: Students demonstrating increasing misbehavior are identified using PowerBI data, ATLAS office discipline referrals, and staff referrals.
- Collaborative problem-solving: Teachers, families, and students engage in informal goal setting and behavior improvement plans, promoting shared ownership.
- Structured coordination: The CWAS Tier 2 Specialist leads the Targeted Support Team, which meets bi-weekly to develop data-driven action plans and monitor progress.
- Direct student supports: Tier 2 Specialist provides check-in/check-out (CICO), push-in services, and individual/small group SEL instruction.
- Materials and environments: Calming corners, RCA CICO materials, small-group SEL resources, and the Motor Room support targeted regulation and skill development.

Tier 3:

- Formal escalation process: Students not responding to Tier 1 and Tier 2 supports are referred for formal Behavior Support Plans (BSPs).
- Collaborative planning: Families, students, and teams work together through TST/SST processes to identify intensive, individualized interventions.
- Flexible service delivery: Push-in and pull-out services are used to meet student needs in the least restrictive, most supportive manner.

What is not working:

Tier 1:

- Disproportionate outcomes persist: While overall suspension rates improved, Students with Disabilities (8%) and Students of Two or More Races (9.1%) continue to experience higher suspension rates, indicating Tier 1 supports are not yet equitable in impact.
- Fidelity variation: Despite strong systems, implementation of SEL lessons, Morning Meetings, and behavior reinforcement may vary across classrooms, affecting consistency.

Tier 2:

- Acceleration is inconsistent: Elevated suspension rates for specific student groups suggest Tier 2 supports are not consistently reducing repeated or escalating behaviors.
- Intensity alignment: Some students may require greater frequency or duration of Tier 2 interventions before behaviors escalate to Tier 3.

Tier 3:

- Outcomes remain uneven: Continued high suspension rates for SWD indicate that Tier 3 interventions are not yet consistently resulting in sustained behavior change.

Based on Semester 1 data, Tier 1 SEL and schoolwide behavior systems are **effective**, as evidenced by meeting the overall suspension rate target. However, disproportionate suspension rates for Students with Disabilities and Students of Two or More Races indicate a need to strengthen Tier 2 precision and Tier 3 intensity to ensure equitable outcomes.

Student Engagement - Chronic Absenteeism

Effective

What is working:

Tier 1:

- Overall attendance outcomes improved: The school met the Semester 1 chronic absenteeism target for ALL students (23.7% vs. 29.7%), indicating that Tier 1 attendance systems are effective at the schoolwide level.
- Consistent schoolwide attendance practices: Clear attendance expectations, policies, and practices are designed, implemented, and monitored across campus.
- Ongoing communication: Students and families receive regular messaging about the importance of attendance and schoolwide expectations.
- Positive incentives: Universal attendance incentives (Finest Falcon, Block F, quarterly awards) reinforce good and improved attendance.
- Student engagement opportunities: Access to arts, music, clubs, athletics, Extended Learning, and extended year programs increases students' sense of belonging and connection to school.
- Family support structures: The Office Assistant and Home School Liaison (HSL) support families by communicating policies, providing resources, and reinforcing accountability.
- Planning structures: PLC-developed instructional calendars support consistent Tier 1 instruction and provide opportunities to identify students needing additional support.

Tier 2:

- Increased family engagement: Tier 2 includes increased parent contact, conferences, and goal-setting to improve attendance.
- Collaborative support: The Home School Liaison works with students, families, and staff to set, monitor, and support attendance improvement goals.

Tier 3:

- Individualized intervention protocols: Chronically absent students receive daily/weekly family contact, individual conferences, and attendance improvement plans.
- Incentive contracts and monitoring: Students participate in weekly check-ins, goal tracking, and rewards for improved attendance.
- Home visits: CWAS and/or HSL conduct home visits when families are unreachable or students are absent for extended periods.

WHAT IS NOT WORKING

Tier 1:

- Disproportionate outcomes persist: Despite overall improvement, chronic absenteeism remains significantly higher for Students with Disabilities (46.8%), Hispanic students (36.5%), English Learners (32.8%), African American students (32.8%), and Asian students (35.6%), indicating Tier 1 supports are not equitable in impact.
- Engagement vs. attendance alignment: While enrichment opportunities are available, they are not always leveraged strategically to re-engage students with emerging attendance issues.
- Early warning indicators: Tier 1 monitoring relies heavily on chronic absenteeism rates; additional early indicators (patterns of tardies, consecutive absences) need stronger emphasis.

Tier 2:

- Acceleration gaps: Tier 2 interventions began in the second semester and are not yet sufficiently reducing absenteeism for identified subgroups, as reflected in elevated subgroup rates.
- Entry/exit clarity: Clear, consistent criteria for entering and exiting Tier 2 supports and short-cycle (4–6 week) progress monitoring are not yet fully defined.

Tier 3:

- Severity of need: Extremely high chronic absenteeism rates for Students with Disabilities suggest Tier 3 interventions are not yet producing sustained attendance improvement.
- Preventive alignment: Stronger alignment is needed to ensure Tier 3 interventions proactively reduce recurrence and are connected back to Tier 1 engagement strategies.

Based on Semester 1 data, Tier 1 attendance practices are effective at the schoolwide level, as evidenced by meeting the overall chronic absenteeism target. However, significant disproportionality persists across multiple student groups, particularly Students with Disabilities, indicating a need to strengthen Tier 2 targeted supports and Tier 3 intensive interventions.

Recruitment and Retention of Staff

Partially Effective

What is working:

Tier 1:

- Comprehensive professional learning system: All staff receive ongoing professional learning focused on high expectations, culturally responsive practices, SEL, trauma-informed strategies, and aligned instructional systems (standards, instruction, assessment).
- Collaborative leadership structures: The Instructional Leadership Team (ILT) and Climate & Culture Team (CCT) meet monthly to analyze data, monitor implementation, and guide schoolwide instructional and climate improvements.
- Inclusive and intentional hiring practices: Interview questions emphasize culture, equity, and inclusion, and diverse representation of certificated and classified staff is included on hiring panels.
- Staff communication and recognition structures: Weekly digital communications, opportunities for staff recognition, and intentional survey use to inform feedback and recognition practices support transparency and connection.
- Access to resources: Staff are provided with materials, supplies, technology, planning time, and substitute release time to support instruction, collaboration, and professional learning.

Tier 2:

- Growth-focused conferencing: Administrators engage staff in goal-setting conferences, progress monitoring, and feedback cycles, supporting professional growth.

Tier 3:

- Structured improvement processes: Identified teachers participate in the Teacher Development Plan (TDP) process, and identified classified staff engage in Classified Competency Review Plans, providing clear pathways for improvement.
- Intensive supports are guided by administrators with clear expectations, monitoring, and follow-up.

WHAT IS NOT WORKING

Tier 1:

- Staff culture target not met: The 74% favorable staff culture result fell below the 80.3% target, indicating that universal supports are not yet translating into consistently positive staff experiences.
- Belonging and morale gaps: Despite multiple engagement and learning opportunities, staff survey data suggests inconsistent perceptions of belonging, recognition, and support across staff groups.
- While professional learning and collaboration structures are in place, their impact on staff satisfaction and retention is uneven.

Tier 2:

- Consistency across roles: Targeted supports may be experienced differently by certificated and classified staff, impacting overall culture.

Based on Fall staff survey data, actions to support the hiring, development, and retention of high-quality staff were **partially effective**. While comprehensive professional learning systems, collaborative leadership structures, inclusive hiring practices, and access to resources are in place, the staff culture favorable rate of 74% did not meet the 80.3% target, indicating a need for improvement. Tier 2 and Tier 3 supports exist but require greater precision, monitoring, and proactive alignment to staff needs.

Increase family engagement and inclusion opportunities

Effective

Tier 1:

- A 92% favorable family engagement survey result indicates that the majority of families feel welcomed, informed, and connected to the school.
- Consistent communication systems: Weekly communication through Falcon Flyer, Parent Square (texts, emails, audio messages), phone calls, and emails ensures families receive timely and accessible information.
- Multiple engagement opportunities: Families are offered a wide range of opportunities to participate, including Back to School Night, Open House, Family Literacy Nights, student performances, athletics, music programs, award assemblies, conferences, and parent meetings.
- Intentional relationship-building: Ongoing emphasis on kindness, respect, trust, and positive parent-teacher relationships supports a welcoming school climate.
- Family access to information: Families receive clear and frequent information regarding schoolwide expectations, policies, procedures, discipline guidelines, attendance, academics, SEL, and health needs.
- Academic partnership supports: Parent workshops aligned to K–2 literacy, along with progress monitoring via ATLAS Parent Portal, report cards, progress reports, and conferences, support families as partners in learning.
- Home School Liaison (HSL) leadership: Monthly Parent Engagement Hours, coordinated outreach, workshops, and communication facilitated by the HSL strengthen school-family connections.
- Inclusive formats and resources: Communication and materials are provided in multiple formats and languages, increasing accessibility for all families.

Tier 2:

- Staff actively recruits families to participate in School Site Council (SSC), ELAC, and other decision-making groups, strengthening shared leadership.
- Families of identified student groups receive additional communication, translation support, goal-setting conferences, and progress monitoring.
- Community connections: Families are referred to school and community agencies to support academic, behavioral, attendance, and social-emotional needs.
- Tier 2 includes increased collaboration with families whose students demonstrate targeted needs, promoting shared responsibility and trust.

Tier 3:

- Families of identified students are invited to Student Success Team (SST) meetings to collaboratively design academic, behavioral, and SEL interventions.
- Tier 3 engagement focuses on individualized problem-solving and sustained family-school partnerships for students with the greatest needs.

WHAT IS NOT WORKING

Tier 1:

- While communication is frequent, some families may need more interactive, two-way engagement opportunities rather than information-based outreach.

Based on Fall family survey data, actions to support family engagement were **effective**. The school achieved a 92% favorable rating in the Family Engagement domain, demonstrating strong communication, welcoming practices, and multiple opportunities for family involvement. However, the result did not meet the 96.4% target, indicating a need to strengthen interactive engagement, equity of participation, and targeted outreach.

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.

- Leaders in the Bullard Region have committed to collaborating on a shared FIAB/IAB assessment calendar to align administration in order to collectively analyze and respond to data.
- Strengthen Tier 1 Math instruction based on the 2023 Math Framework by implementing tasks that promote reasoning & problem solving, connecting representations, facilitating discourse, and eliciting evidence of student thinking. (e.g., counting collections, number talks, etc.)
- Continue to strengthen K-2 early literacy instruction anchored in the Science of Reading.
- Strengthen assessment for learning: clear learning intentions/success criteria, frequent checks for understanding, and actionable feedback.
- Focus and narrow coaching cycles.
- Continue to build high functioning PLC teams that use short improvement cycles.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

SSC Meeting on 1/20/2026

SSC Meeting on 2/17/2026

Parent/Community Member Individual Needs Assessment (100 Responses)

- (2) Teaching Fellows to support MTSS 4.11/5.0
- (2) Resource Counseling Assistant 4.17/5.0
- Keep Character Counts Monthly Recognition (76/100)
- Keep Quarterly Awards (77/100)
- Keep School-wide Multi-cultural and Character Trait Books of the Month (73/100)
- Keep Elective Wheel. 4.38/5.0 (4.17/5.0)

ELAC:

ELAC Meeting 3/2/2026

1. Academic Support Priorities
   - Certified tutors (RTI program)
   - Support teachers / interns working in classrooms
   - Small group or targeted instruction for English Learners
   - Additional ELD support for students at ELPAC Levels 1–2
2. Learning Experiences for Students
   - Field trips and learning experiences
   - Guest speakers
   - Assemblies or school-based events
3. Student Engagement and Support
   - Resource counseling assistants
   - Programs that build character
   - Career or college experiences
4. Staff Development
   - On-site professional learning for teachers
   - Substitutes so teachers can have planning time
5. Family Engagement

Staff:

Individual staff needs assessment (33 responses)

- 21/33 Keep Character Counts Recognition
- 28/33 Keep Quarterly Awards
- 19/33 Keep Monthly School wide Multi-cultural and Character Trait Books
- 15/33 Keep Elective Wheel

PLC Feedback

- 5/5 Keep Book of the Month
- 5/5 Continue to fund RCAs
- 5/5 Keep providing SEL resources
- 4/5 Keep PBIS Activities 1/5 Site wide instead of PLC
- Revise blue ticket incentives.
- Turn blue tickets into Falcon Bucks
- Parent presentations/career days
- Community Partnerships (e.g., Home Depot)

- Multiple methods of communication with families
- Family participation opportunities
- Community events

Parents suggested the following additional supports

- Mental health resources
- Ongoing parent education
- Stronger communication and connection with a school liaison.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Reading and Tiered Intervention Supports

Action Details

Literacy Intervention

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

Direct Instructional Services

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

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive high-quality effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- Each student will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their literacy needs/deficiencies and growth, based on diagnostic results.
- Each teacher will monitor student iReady usage, lesson completion, and progress towards stretch goals.
- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration.
- PLs designed to support effective instruction for ELs (ELD framework, ELD standards, designated and integrated ELD, scaffolding strategies, Universal supports, etc.)
- Teachers will efficiently use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically supports ELs with strategies and resources.
- Kinder-6th grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS, which includes services from certificated Literacy and ELD Tutor.
- Tier 1 and 2 support time scheduled into each PLCs weekly and/or daily schedule
- PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs, using the FUSD Curriculum Guidance Documents.
- (1) ParaProfessional Instructional Assistant to provide support with instructional materials. (.375)
- Technology: tablets, monitors, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper,, white boards, manipulatives, Literacy materials
- Professional learning books and supplies (e.g., chart paper, markers, manipulatives, etc.) to support specific targeted PL.
- Scholastic magazines to supplement literacy instruction with current events.

- All teachers will be offered job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.
- **Kinder:** All students will be in a classroom that has a paraprofessional that has been trained on best practices in reading foundational skills through the Regional literacy funds.
- **K-2:** All teachers in TK-2 will implement effective early literacy instruction through a progression of foundational literacy skills, use of research-based best practices, ensuring adequate structure of the language arts block and efficient use of the Wonders curriculum resources.
- All **K-2** students will receive foundational skills instruction in small groups from a teacher that is utilizing the Orton Gillingham curriculum.
- **K-2** students will have opportunities to access decodables.

Tier 2

- (1) Certificated tutor to serve Tier 2 students during MTSS instructional blocks and collaborate with Instructional Coach to oversee Teaching Fellows and to build their capacity with best instructional practices. (.375)
- (2) Teaching Fellows to support Literacy Instruction
- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in literacy skills towards grade level proficiency
- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) may be referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).

Tier 3

- Students will be identified for Tier 3 support through Student Success Team meetings and push in/pull out services.

English Learner Students

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

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

27% of English learners did decrease at least one ELPI level on the 2024-2025 ELPAC assessment. 43.2% of English learners-maintained levels while 29.7% progressed at least one level.

Current English Learner students are 84.3 points below standard in ELA. This subgroup declined by 18.3 points in 2024-2025 SBAC.

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

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

- *Providing translating and babysitting for ELAC meetings*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by

- *During planning days specific supports for EL students, based on the ELA Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.*
- Supplemental time for Certificated ELD Tutor to administer Summative ELPAC

- Data review of student progress, quarterly.
- Incentives/Awards for students making iReady and ELPAC growth.
- Incentives/Awards for meeting specific reading benchmarks.

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

- Based on the ELD/ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in small groups by the Certificated Tutor during their grade level MTSS time.
- Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- CFA data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.
- Student data chats to set goals for ELPAC and re-designation

Student Groups

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

Students with Disabilities (SWD):

- Purchase take home books that supplement the SPED GVC.
- Purchase individual student workbooks for adopted supplemental curriculum for special education programs (i.e., Wonder Works, Corrective Reading, Reading Mastery)

White (WH) & African American (AA):

- .375 Certificated Literacy Tutor

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

English Learner (EL):

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

Students with Disabilities (SWD):

- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices, and upcoming events to ensure SWD are fully included in all areas of campus.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, IABs, and FIABs.

White (WH) & Hispanic:

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

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

English Learner (EL)

- Integrated ELD instruction to occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- CFA data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.
- Student data chats to set goals for ELPAC and re-designation.

Students With Disabilities (SWD)

- SWD receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- All SWD will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- RSP schedules will be designed to ensure that all students who receive RSP services in Reading/Writing are present in their classrooms to receive Tier 1 literacy instruction.
- All SWD will receive tier 3 (remedial/intensive) intervention to work on IEP goals, provided by SPED staff.
- RSP and SDC teachers to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level CFAs and provide frequent checks for understanding during instruction.

White (WH), Hispanic, & Socioeconomically Disadvantaged

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Tier 1:
    - Administration Team, Teachers, and Office Staff will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
    - Create parent workshops focused on topics aligned with supporting students in K-2 literacy.
    - Professional learning on Reading Foundations Skills standards, learning progressions, and best instructional practices using the ELA Framework.
    - Parent Engagement Hours will be set up and facilitated monthly.
    - Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
    - Continue weekly communication with families through the Falcon Flyer; Parent Square, audio messages, and emails. Host family events such as Back to School Night, Open House, and events organized and facilitated through the Figarden PTA.
    - All staff will demonstrate kindness and respect towards all families at our school.
    - All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.
    - All families will have access to a wide variety of verbal and written information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
    - All families will receive on-going communication from school staff regarding student attendance, behavior, academic achievement, social-emotional well-being, and health and medical concerns.
    - All families will receive frequent progress monitoring of student academic, social-emotional, and attendance performance through ATLAS Parent Portal, quarterly progress reports, report cards, EduText, email, phone calls, conferences, and a variety of digital communication platforms.
    - Materials and Supplies for parent meetings and family engagements.
    - HSL mileage to assist families with access to technology and home visits.
    - The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
    - District, school, and classroom communications will be available to all families in a variety of formats and through Parent Square phone call recordings, emails and text messages, printed materials, use of the marquee, banners and posters, and online the Parent Square platform.
    - All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.

Tier 2:

- The HSL will recruit families to take part and support decision-making groups, such as the School Site Council and English Learner Advisory Committee in an effort to increase parent voice.
- The Home School Liaison and School Psychologist will refer families to local agencies or school services, as appropriate, to provide students and families with a variety of high-quality learning options in support of student learning and school success.
- Families of identified student groups in need of support with Spanish translation for parent meetings, conferences, communication with school staff, etc. will receive support from the Home School Liaison.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement.

Tier 3:

- Families of identified students will be invited to participate in Student Success Team meetings in order to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

Professional Learning

Describe Professional Learning related to this action.

- Tier 1:
    - Release opportunities for teachers to observe instructional practices in other classrooms
    - Professional learning and coaching on the Science of Reading and consistent implementation provided by Administrators, Instructional Academic Coach or District Coaches/TSAs.
    - All staff will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices around creating a culture of learning with high expectations, applying cultural proficiency and culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
    - All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
    - Staff will be surveyed to find out the type of feedback and recognition that they desire to ensure that both are meaningful.
    - All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through support by the Instructional Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
    - All teachers will participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
    - One teacher per grade level, one SPED teacher, the site Instructional Coach, and the Principal will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program to ensure that actions are planned and implemented effectively in response to students' needs.
    - All staff will receive weekly digital communications on areas of focus, upcoming events, and other important information in support of school operations.
    - All staff will be offered a wide range of district provided on-demand academic and social-emotional based professional learning opportunities.
    - Continue to provide professional learning around Cultural Proficiency, SEL strategies, and Trauma Informed practices for all staff.
    - Supplemental planning time for small teams planning
    - Substitute release time for data chats, peer classroom observations, learning walks, and professional learnings.
    - Professional learning books to support evidenced based instructional and SEL practices.

Tier 2:

- PLCs and/or individual teachers will receive targeted coaching support and/or PL through instructional coach in specific areas for growth in teaching and learning, based on assessed needs.
- Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
- PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal-setting, progress monitoring, feedback, etc

Tier 3

- Identified teachers will engage with administrators in the Teacher Development Plan process for improvement, as needed.
- Identified classified staff will engage with administrators in the Classified Competency Review Plan process for improvement, as needed

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

K-2nd

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

3rd-6th Grades

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

Shape these behaviors...

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

K-2nd

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

3rd-6th Grades

- iReady D1 and D2 on grade level and stretch growth proficiency.
- Quarters 1-3 Fluency (WCPM and comprehension)
- SBAC
- CFA/FIABs

And ultimately achieve these impacts.

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

K-2nd

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

3rd-6th Grades

- SBAC DFS and Proficiency

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Early Literacy Instruction

Action Details

Early Literacy

Figarden will increase the number of K-2nd grade students proficient in Reading Foundational Skills and literacy using effective Tier 1 instruction that is aligned to the CCSS standards and a strong system of intervention.

Direct Instructional Services

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

-Tier 1:

- Blended Learning strategies and structures provided will be implemented to meet student needs by using direct teaching with the use of technology. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration.
- TK-K teachers will implement Heggerty Phonemic Awareness lessons daily.
- Implement mClass Universal screener and progress monitor.
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically support ELs with strategies and resources.
- Tier 1 instructional time will be reflected in PLC schedules and meet the recommended daily minutes for ELA instruction in the five domains of reading.
- PLC developed instructional calendars to support weekly Tier 1 instruction. and
- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- Technology: tablets, monitors, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Schedule specific writing block to focus on writing structures according to grade level writing standards.
- **Kinder:** All students will be in a classroom that has a paraprofessional that has been trained on best practices in reading foundational skills.
- **K-2nd Grade:** All teachers in grades TK-2 will implement effective early literacy instruction through a progression of foundational literacy skills, use of research-based best practices, ensuring adequate structure of the language arts block, and efficient use of Wonders curriculum resources.
- **K-2nd Grade:** All students will receive foundational skills instruction in small groups from a teacher that is utilizing Orton Gillingham curriculum.
- **K-2nd Grade:** Students will have opportunities to access connected decodable texts.
- Implementation of iReady MyPath with fidelity on a weekly basis.

Tier 2:

- Kinder-1st grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS.
- Tier 2 MTSS support time scheduled into each PLC weekly and/or daily schedule
- Identify Tier 2 students who need additional support based on Tier 1 CFAs.
- (1) Certificated tutor to serve Tier 2 students during MTSS instructional blocks and collaborate with Instructional Coach to oversee Teaching Fellows to build their capacity with best instructional practices. (.375)
- (2) Teaching Fellows to support foundational literacy skills in K-1.

Tier 3

- Students will be identified for Tier 3 services based on SST process and data.
- Services will be provided through push-in and pull-out services depending on student needs.

English Learner Students

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

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

27% of English learners did decreased at least one ELPI level on the 2024-2025 ELPAC assessment. 43.2% of English learners-maintained levels while 29.7% progressed at least one level.

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

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

- *Materials and supplies to support implementation of leveled readers, connected texts, and take home books.*
- *Materials and supplies to support Tier 2 literacy intervention.*
- *Materials and supplies to support parent engagement hours, family literacy nights, supplemental magazines subscriptions such as Scholastic Magazine.*
- *Mileage for HSL to conduct home visits and support families with technology needs.*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by

- *Materials and Supplies needed for Designated and Integrated ELD instruction*
- *Incentives for students reaching EL goals.*

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

- Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in each grade level during their MTSS block.
- iReady, CFA, and IAB data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.

Student Groups

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

- **Students with Disabilities (SWD):**

  White (WH):

  Hispanic:

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

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

- **Students with Disabilities (SWD):**

  White (WH):

  Hispanic:

- Sub release time for planning/data chats/professional learnings/peer observations.
- Sub release time for SST meetings
- Sub release time for PLC instructional planning
- Offer supplemental contracts for teachers to provide after school tutoring to identified subgroups including African American, White, SWD, and EL student
- Professional learning books that support evidence-based literacy instructional practices.
- .375 Instructional assistant to support with preparation of instructional materials.
- 2 Teaching fellows to support Tier 1 and Tier 2 Literacy Instruction
- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices and upcoming events.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on fluency, CFAs, TK FSA, K FSA, and iReady.
- Incentives/Awards for iReady growth.
- Incentives/Awards for mastering identified Reading Foundational Skills (e.g., letter names, letter sounds, high frequency words, etc.)
- Graphics orders for Awards Certificates and Wonders resources

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

Students with Disabilities (SWD):

White (WH):

Hispanic:

- Blended Learning strategies and structures provided will be implemented to meet student needs by using direct teaching with the use of technology. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- Review iReady, K FSA, and CFA data for subgroups, including African American, White, SWD, and EL students to target specific areas and skills of reading foundational skills.
- Instructional coach to engage in coaching cycles and guided planning with individual teachers and PLCs.
- Instructional Coach to provide specific targeted PL based on data and PLC needs.
- Offer supplemental contracts for teachers to provide after school tutoring to identified subgroups including African American, White, SWD, and EL students

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Tier 1:

- Administration Team, Teachers, and Office Staff will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Create parent workshops focused on topics aligned with supporting students in K-2 literacy.
- Professional learning on Reading Foundations Skills standards, learning progressions, and best instructional practices using the ELA Framework.
- Parent Engagement Hours will be set up and facilitated monthly.
- Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
- Continue weekly communication with families through the Falcon Flyer; Parent Square, audio messages, and emails. Host family events such as Back to School Night, Open House, and events organized and facilitated through the Figarden PTA.
- All staff will demonstrate kindness and respect towards all families at our school.
- All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.
- All families will have access to a wide variety of verbal and written information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families will receive on-going communication from school staff regarding student attendance, behavior, academic achievement, social-emotional well-being, and health and medical concerns.
- All families will receive frequent progress monitoring of student academic, social-emotional, and attendance performance through ATLAS Parent Portal, quarterly progress reports, report cards, EduText, email, phone calls, conferences, and a variety of digital communication platforms.
- Materials and Supplies for parent meetings and family engagements.
- HSL mileage to assist families with access to technology and home visits.
- The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
- District, school, and classroom communications will be available to all families in a variety of formats and through Parent Square phone call recordings, emails and text messages, printed materials, use of the marquee, banners and posters, and online the Parent Square platform.
- All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.

Tier 2:

- The HSL will recruit families to take part and support decision-making groups, such as the School Site Council and English Learner Advisory Committee in an effort to increase parent voice.
- The Home School Liaison and School Psychologist will refer families to local agencies or school services, as appropriate, to provide students and families with a variety of high-quality learning options in support of student learning and school success.
- Families of identified student groups in need of support with Spanish translation for parent meetings, conferences, communication with school staff, etc. will receive support from the Home School Liaison.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement.

Tier 3:

- Families of identified students will be invited to participate in Student Success Team meetings in order to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

Professional Learning

Describe Professional Learning related to this action.

Tier 1:

- Release opportunities for teachers to observe instructional practices in other classrooms
- Professional learning and coaching on the Science of Reading and consistent implementation provided by Administrators, Instructional Academic Coach or District Coaches/TSAs.
- All staff will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices around creating a culture of learning with high expectations, applying cultural proficiency and culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
- Staff will be surveyed to find out the type of feedback and recognition that they desire to ensure that both are meaningful.
- All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through support by the Instructional Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
- All teachers will participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- One teacher per grade level, one SPED teacher, the site Instructional Coach, and the Principal will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program to ensure that actions are planned and implemented effectively in response to students' needs.
- All staff will receive weekly digital communications on areas of focus, upcoming events, and other important information in support of school operations.
- All staff will be offered a wide range of district provided on-demand academic and social-emotional based professional learning opportunities.
- Continue to provide professional learning around Cultural Proficiency, SEL strategies, and Trauma Informed practices for all staff.
- Supplemental planning time for small teams planning
- Substitute release time for data chats, peer classroom observations, learning walks, and professional learnings.
- Professional learning books to support evidenced based instructional and SEL practices.

Tier 2:

- PLCs and/or individual teachers will receive targeted coaching support and/or PL through instructional coach in specific areas for growth in teaching and learning, based on assessed needs.
- Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
- PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal-setting, progress monitoring, feedback, etc

Tier 3

- Identified teachers will engage with administrators in the Teacher Development Plan process for improvement, as needed.
- Identified classified staff will engage with administrators in the Classified Competency Review Plan process for improvement, as needed

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

K-2nd

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

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

Shape these behaviors...

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

K-2nd

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

K-2nd

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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math instruction and Tiered supports

Action Details

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

Direct Instructional Services

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

Tier 1

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Mathematics instruction.
- All students will receive high-quality effective Mathematics instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- Explicit instruction in math with the gradual release of responsibility lesson delivery structure.
- K-6 teachers will implement the big ideas across grade levels: number sense and counting, place value and base ten reasoning, operations and algebraic thinking, geometry and spatial reasoning, measurement and data, mathematical modeling and problem solving, and inquiry-based thinking and sense-making.
- Use of daily formative assessments including exit tickets and quick checks for understanding (e.g., whiteboards, equity sticks, etc.)
- Teachers will build conceptual understanding and fluency together by using manipulatives, visual models, written equations, reasoning, and real-world applications.
- Each student will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their mathematics needs/deficiencies and growth, based on diagnostic results. Each teacher will monitor student usage, lesson completion, and progress towards stretch growth goal.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around math grade level standards while incorporating the mathematical practices.
- All teachers in grades 3-6 will implement Frax to support the conceptual development of fractions and automaticity and fluency with fractions.
- All students in grades 1-6 will have access to Reflex Math, an online platform that supports students in improving their basic facts fluency (recommended usage is 15 minutes per day, 3-4 times per week).
- Professional learning and supplemental planning time will be given to plan instruction with GoMath curricular components, Common Core Companion, and additional resources to address math claims and targets.

- PLCs to develop CFAs (at least two per unit), CSAs, and identify instructional responses based on data.
- 3rd-6th will utilize IABs/FIABs to ensure rigor and depth of skills to meet standards on SBAC.
- PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, poster maker supplies, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper, math manipulatives
- All teachers will be offered job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture

Tier 2

- After school tutoring contracts will be made available teachers to use supplementary math resources to meet students' Tier 2 needs.
- Tier 2 support time scheduled into each grade levels weekly and/or daily schedule in the form of data based small group instruction.
- Students who are not responding to tier 1 instruction will be identified through PLCs/teachers, learning needs will be determined based on CFA data, student groupings will be developed based on like-needs, short-term goals and action plans (8-week cycles) will be created to address their specific needs through additional support and targeted intervention within their classroom/grade level.
- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in math skills towards grade level proficiency.
- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) maybe referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).

Tier 3

- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

English Learner Students

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

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Current English Learners are 83.8 points below standard. They declined 16.4 points on the 2024-2025 SBAC.

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

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

- *Purchasing school wide site licenses for Reflex Math and Frax.*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by.

- *During planning days specific supports for EL students, based on the ELA/ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.*
- *Incentives/Awards for students to master their mathematical fluency.*

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

- Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- Common formative assessment data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of Math.

Student Groups

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

- Site License for Reflex and Frax Math
- Technology to support classroom instruction.
- Provide supplemental time for classified staff, the Home School Liaison, and the Instructional coach to plan and implement parent workshops on how to help their students at home with Mathematics.

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

- **English Learner (EL):**
  - .375 Certificated Tutor to deliver Designated ELD instruction daily based upon the ELA/ELD Framework and Standards.
  - Incentives/Awards for students mastering mathematic fluency

Students with Disabilities (SWD):

- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices, and upcoming events to ensure SWD are fully included in all areas of campus.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, IABs, and FIABs.

White (WH) & Hispanic

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

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

English Learner (EL):

- Deliver Designated ELD instruction daily based upon the ELA/ELD Framework and Standards.
- Instructional Coach to design and deliver Professional Learnings to support effective instruction for ELs (designated & integrated, scaffolded strategies, etc.)
- Strengthen mathematical vocabulary and language through the use of sentence stems, word banks, structured partner talk, and student group collaboration.
- Integrated ELD instruction to occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- CFA data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.
- Student data chats to set goals for ELPAC and re-designation.
- Incentives/Awards for students mastering mathematic fluency

Students with Disabilities (SWD):

- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices, and upcoming events to ensure SWD are fully included in all areas of campus.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, IABs, and FIABs.
- SWD receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- All SWD will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- RSP schedules will be designed to ensure that all students who receive RSP services in Math are present in their classrooms to receive Tier 1 mathematics instruction.
- All SWD will receive tier 3 (remedial/intensive) intervention to work on IEP goals, provided by SPED staff.
- RSP and SDC teachers to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level CFAs and provide frequent checks for understanding during instruction.
- Grade 3-6 SDC teachers to administer FIABs and collaborate with RSP teacher and grade level team to identify classroom supports.

White (WH) & Hispanic

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Tier 1:
    - Administration Team, Teachers, and Office Staff will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
    - Create parent workshops focused on topics aligned with supporting students in math.
    - Parent Engagement Hours will be set up and facilitated monthly.
    - Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
    - Continue weekly communication with families through the Falcon Flyer; Parent Square, audio messages, and emails. Host family events such as Back to School Night, Open House, and events organized and facilitated through the Figarden PTA.
    - All staff will demonstrate kindness and respect towards all families at our school.
    - All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.
    - All families will have access to a wide variety of verbal and written information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
    - All families will receive on-going communication from school staff regarding student attendance, behavior, academic achievement, social-emotional well-being, and health and medical concerns.
    - All families will receive frequent progress monitoring of student academic, social-emotional, and attendance performance through ATLAS Parent Portal, quarterly progress reports, report cards, EduText, email, phone calls, conferences, and a variety of digital communication platforms.
    - Materials and Supplies for parent meetings and family engagements.
    - HSL mileage to assist families with access to technology and home visits.
    - The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
    - District, school, and classroom communications will be available to all families in a variety of formats and through Parent Square phone call recordings, emails and text messages, printed materials, use of the marquee, banners and posters, and online the Parent Square platform.
    - All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.

Tier 2:

- The HSL will recruit families to take part and support decision-making groups, such as the School Site Council and English Learner Advisory Committee in an effort to increase parent voice.
- The Home School Liaison and School Psychologist will refer families to local agencies or school services, as appropriate, to provide students and families with a variety of high-quality learning options in support of student learning and school success.
- Families of identified student groups in need of support with Spanish translation for parent meetings, conferences, communication with school staff, etc. will receive support from the Home School Liaison.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement.

Tier 3:

- Families of identified students will be invited to participate in Student Success Team meetings in order to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

Professional Learning

Describe Professional Learning related to this action.

Tier 1:

- Release opportunities for teachers to observe instructional practices in other classrooms
- All staff will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices around creating a culture of learning with high expectations, applying cultural proficiency and culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
- Staff will be surveyed to find out the type of feedback and recognition that they desire to ensure that both are meaningful.
- All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through support by the Instructional Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
- All teachers will participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- One teacher per grade level, one SPED teacher, the site Instructional Coach, and the Principal will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program to ensure that actions are planned and implemented effectively in response to students' needs.
- All staff will receive weekly digital communications on areas of focus, upcoming events, and other important information in support of school operations.
- All staff will be offered a wide range of district provided on-demand academic and social-emotional based professional learning opportunities.
- Continue to provide professional learning around Cultural Proficiency, SEL strategies, and Trauma Informed practices for all staff.
- Supplemental planning time for small teams planning
- Substitute release time for data chats, peer classroom observations, learning walks, and professional learnings.
- Professional learning books to support evidenced based instructional and SEL practices.

Tier 2:

- PLCs and/or individual teachers will receive targeted coaching support and/or PL through instructional coach in specific areas for growth in teaching and learning, based on assessed needs.
- Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
- PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal-setting, progress monitoring, feedback, etc

Tier 3

- Identified teachers will engage with administrators in the Teacher Development Plan process for improvement, as needed.
- Identified classified staff will engage with administrators in the Classified Competency Review Plan process for improvement, as needed

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

K-2nd Grades

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

3rd-6th Grades

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

Shape these behaviors...

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

K-2nd

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

3rd-6th Grades

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

And ultimately achieve these impacts.

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

K-2nd

- D3 Kinder FSA
- D3 iReady Proficiency

3rd-6th Grades

- SBAC DFS and Proficiency

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		44,417.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic Magazines	4,300.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies *No Food or Incentives*	3,274.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2200		27,941.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			sub release time for PLC planning time. 24 teachers X 4 days **Budget lines for personnel include salaries and related benefits	26,262.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for IEPs/SSTs/504s. **Budget lines for personnel include salaries and related benefits	13,251.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for data chats. **Budget lines for personnel include salaries and related benefits	2,687.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for after school tutoring, instructional planning **Budget lines for personnel include salaries and related benefits	6,136.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for small teams planning, after school tutoring, SST coordinator **Budget lines for personnel include salaries and related benefits	15,952.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		14,173.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Schoolwide books of the month and professional learning books.	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Poster maker and die cut supplies	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support classroom instruction.	4,605.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for color copier.	4,800.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	2,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. *No Food or Incentives*	500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1550		19,684.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL instruction	4,036.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows to support early literacy instruction in Grades K-2.	10,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California teaching fellows to support early literacy instruction in K-2.	20,029.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Title 1 Basic	Instruction	Bks & Ref			Site License for Reflex Math and Frax	4,200.00

$232,247.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement--Suspension & Chronic Absenteeism

Action Details

Health & Wellness

- Figarden will decrease student suspensions by cultivating character strengths, fostering sense of community, implementing Social Emotional Learning (SEL), Meaningful Work, and responding to student needs through a multi-tiered system of support.
- Figarden will promote student engagement and connection to school by teaching and fostering the skills of the five competencies of Social Emotional Learning. (Growth Mindset, Self-Efficacy, Self-Management, Self-Awareness, and Social Awareness), creating conditions where students feel safe to collaborate with their peers and adults, and providing Professional learning on trauma informed practices and the five SEL competencies to teachers.
- Figarden will decrease student chronic absenteeism by providing a positive school climate and culture, ensuring students are engaged and feel connected to school, their peers, and adults on campus, and by connecting with families to increase partnerships in schooling.

Direct Instructional Services

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

Tier 1:

- All teachers will provide explicit and embedded instruction in the area of Social Emotional Learning (SEL), utilizing Second Step online curriculum platform, lessons and activities from the books Morning Meetings and Classroom Meetings, and Olweus Bullying Prevention materials, to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All students will have opportunities to engage in Meaningful Work through Student Jobs to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school and community.
- Teachers will utilize MAC and CHAMPS to set clear expectations and develop classroom routines and procedures.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures and expectations for health, safety, and civility will be designed and posted in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
- Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
- All staff will implement the message behind the book, "Have you Filled a Bucket, Today?" and issue Falcon Tickets as a schoolwide student incentive for demonstrating positive and kind behavior towards others.
- (2) Resource Counselor Assistants will be utilized to help connect with targeted students in need of additional supports such as positive connections with adults on campus, support with connecting with other students, or needing breaks from classroom environment for short periods of time.
- (2) RCAs will provide individual and small group skills instruction and reinforcement.

- Targeted support team will meet bi-weekly to monitor student progress and make recommendations to best support students' needs.
- PLC developed instructional calendars to support weekly Tier 1 SEL instruction.
- Materials and supplies to support Tier 1 SEL instruction and RCA instruction.
- Materials and supplies to support implementation Behavior Support Plans and incentives.
- The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral and social-emotional needs and will support staff SEL teaching/learning needs with the support of the district Climate and Culture TSA
- All students will have opportunities to participate in school-wide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.
- All students will have opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.
- All students will be provided opportunities to participate in grade level enrichment trips, career technical education experiences, and/or arts education fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, elective wheel classes, student clubs, the music program, the athletics program, the Extended Day Program, and/or the extended year program (winter and summer sessions).
- All students in grades 5 and 6 will receive Science Technology Engineering Math instruction (T.H.I.N.K) and have opportunities to participate in annual District competitions.
- Junior Achievement curriculum implemented via Junior Achievement Community Partnership for Tier 1 instruction in grades K-6
- Meaningful work resources and supplies. (e.g., badges, incentives, etc.)
- School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success.
- All students and families will receive on-going messaging about the importance of good attendance and school-wide attendance Supports policies and practices.
- All students will participate in schoolwide attendance incentives to recognize good and/or improved attendance through the use of Finest Falcon, PBIS celebrations, Block F, quarterly attendance awards.

Tier 2:

- Students who demonstrate increasing misbehaviors will be identified and an informal goal setting/behavior improvement plan for the classroom will be developed through teacher-parent-student collaboration.
- Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
- The Climate & Culture Team will engage in bi-annual cycles of monitoring for effectiveness of student engagement opportunities with real-world experiences using Fall & Spring student survey data to identify student groups who maybe lacking engagements and will develop ways in which students can be connected to our school, staff, and their peers.
- The CWAS Tier 2 Specialist will coordinate the Targeted Support Team, who will meet to collaboratively develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring
- The Child Welfare and Attendance Specialist (CWAS) will coordinate tier 2 targeted interventions and support identified student needs in the areas of attendance and social-emotional well-being.
- Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school and increased parent contact communicating the importance of good attendance and a plan for how to improve attendance.
- The Home School Liaison will support student attendance improvement efforts through parent, staff, and student services, resources, and conferences to set and monitor goals for improved attendance.
- Tier 2 Specialist to connect with students and provide check-in/check-out services, push in services, individual, and small group instruction to identified students.
- Tier 2 Specialist to collaborate with classroom teachers and support staff to monitor students' progress.
- Provide Tier 2 supports for students focused on SEL skills and competencies.
- Identify Tier 2 students who need additional support based PowerBI data, Office discipline referral in ATLAS, referrals from staff through the Targeted Support Team.
- Materials and supplies to support RCA CICO and small skills group instruction, Tier 2 Instruction, classroom calming corners, and the Motor Room utilized by SWD.

Tier 3

- Individual students who do not respond positively to tier 1 and tier 2 interventions, will receive more intensive support through a formal Behavior Support Plan.
- The TST, families and students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will likely be most effective in resulting in changed behavior for the identified student in order to experience success in the school setting.
- Students will be referred to Tier 3 services based on referrals from the Student Study Team process, the Targeted Support Team, and push in/pull out services.

- The HSL will make daily/weekly contact with families of individual students exhibiting chronic absenteeism to address continuing concerns about absences and discuss a plan for improvement. Individual student conferences will be held by the HSL/CWAS with chronically absent students to establish goals for improvement and incentive contracts.
- Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- Home visits will be made by CWAS and/or HSL to families of students who are chronically absent and not able to contact or not attending school for long periods to explore possible interventions or supports needed.
- Students/Families who do not respond positively to tier 1 and 2 interventions by improving attendance will be referred to the District to proceed with the School Attendance Review Board (SARB) process.

-

English Learner Students

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

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

27% of English learners did decrease at least one ELPI level on the 2024-2025 ELPAC assessment. 43.2% of English learners-maintained levels while 29.7% progressed at least one level.

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

- *Provide supplemental contracts for babysitting services so that parents may attend parent workshops, Parent Engagement Hours, and ELAC and SSC meetings.*
- *Provide take home books for students with disabilities.*
- *Purchase site licenses for Reflex Math/Frax to supplement core math and science instruction.*
- *Purchase Scholastic Magazines to supplement ELA core curriculum and provide students access to current events.*
- *(.375) Certificated tutor to provide Tier 3 intervention for literacy*
- HSL mileage for home visits and technology replacement

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

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

- *Provide supplemental planning time for PLC planning of Designated and Integrated ELD instruction.*
- *Provide materials and supplies for parent meetings, workshops, and activities*
- *Provide materials and supplies to supplement core instructional materials.*
- *(.375) Certificated tutor to provide Designated ELD instruction*
- *(2) (.375) Resource Counseling Assistants to increase school connectedness and student engagement.*
- *Social emotional resources to support SEL competency building.*
- *Culturally relevant books of the Month and books that focus on SEL competencies to increase student engagement and build school community.*

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

- EL students who are demonstrating intensive social-emotional needs will be provided opportunities to receive On-site Counseling services, Behavioral Support Plans, and/or referrals to community resources, as needed.

- Home School Liaison will support families of ELs with access to district and school communications in a language that is accessible to them, whenever possible.
- Communication with parents in home language regarding the importance of attendance
- Parent contact by teachers, office assistant, and home school liaison
- Use of attendance flow chart and procedures

Student Groups

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

Students with Disabilities (SWD):

White (WH):

Asian (AS):

- Supplemental time to providing babysitting for parent workshops, parent outreach phone calls.
- Home School Liaison mileage.
- Scholastic magazine subscription
- Materials and supplies for parent meetings
- Supplemental time for creating workshops for parents, providing babysitting for parent workshops, parent outreach phone calls.
- Site licenses for Reflex Math, and Frax

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

Students with Disabilities (SWD):

White (WH):

Asian (AS):

- Sub release time for planning/data chats/professional learnings
- Sub release time for PLC instructional planning
- Substitute release time for student meetings, IEPs/504s/SSTs
- Supplemental contracts for small teams meetings
- Supplemental contracts for planning and after school tutoring
- Materials and supplies for PBIS/Finest Falcon/Attendance/Awards/Incentives
- Social emotional resources for RCA and calming corners in classrooms
- Poster maker supplies to make visuals to utilize around campus
- Technology to support classroom instruction
- Graphics orders
- Materials and supplies to support parent meetings.
- Materials and supplies for the motor room that is utilized by SWD

- Materials and Supplies to implement Meaningful Work
- School wide book of the month, including books that are culturally relevant and match student demographics as well as address SEL competencies and character traits.
- Monthly focus on Character Counts Traits
- Monthly Character Counts awards and recognition.
- Incentives and activities to promote positive behavior.

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

Students with Disabilities (SWD):

White (WH):

Asian (AS):

- Teachers to make positive phone calls to all students' parents within first three weeks of school to build relationships with families.
- All classroom teachers to create classroom management plans and implement them from the first day of school.
- CCT small team to analyze survey results, identify areas of needs and construct plans and activities to address the needs.
- Conduct STOIC classroom walks within first four weeks of school year.
- ILT and CCT to collaborate once per quarter
- Utilize home school liaison to conduct home visits and make phone calls to families to offer supports and services.
- Conduct biweekly TST meetings to identify students who may not feel connected and connect them with an staff member champion.
- Increase whole school engagement opportunities
- Quarterly attendance incentives
- Attendance raffles
- Continue and refine PBIS implementation
- Share attendance and suspension data at ILT and CCT team meetings
- Students will receive small group instruction from classroom teacher during designated MTSS time daily.
- Targeted Support Team and Student Success Team Meetings to identify and match students for meaningful work opportunities, SEL competency instruction, and RCA support.
- Review subgroup information to target specific needs.
- Provide supplemental contracts for classified staff to support SWD in participating in extra-curricular activities, sports, and clubs, if needed.
- Extra time for RCAs to run Falcon's Nests and other activities at lunch.
- Case managers to build positive relationships with families and communicate frequently regarding students' academics and behavioral needs.
- Continue to provide and increase inclusion opportunities for SWD
- Bi-Monthly Inclusion Team meetings to monitor SWD needs, inclusion opportunities, and ensure clear and consistent communication between GE and SPED teachers.
- SPED teachers to join GE PLCs to ensure collaboration and open communication among programs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Tier 1:
  - Administration Team, Teachers, and Office Staff will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
  - Create parent workshops focused on topics aligned with supporting students in math.
  - Parent Engagement Hours will be set up and facilitated monthly.
  - Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
  - Continue weekly communication with families through the Falcon Flyer; Parent Square, audio messages, and emails. Host family events such as Back to School Night, Open House, and events organized and facilitated through the Figarden PTA.
  - All staff will demonstrate kindness and respect towards all families at our school.
  - All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.
  - All families will have access to a wide variety of verbal and written information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
  - All families will receive on-going communication from school staff regarding student attendance, behavior, academic achievement, social-emotional well-being, and health and medical concerns.
  - All families will receive frequent progress monitoring of student academic, social-emotional, and attendance performance through ATLAS Parent Portal, quarterly progress reports, report cards, EduText, email, phone calls, conferences, and a variety of digital communication platforms.
  - Materials and Supplies for parent meetings and family engagements.
  - HSL mileage to assist families with access to technology and home visits.
  - The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
  - District, school, and classroom communications will be available to all families in a variety of formats and through Parent Square phone call recordings, emails and text messages, printed materials, use of the marquee, banners and posters, and online the Parent Square platform.
  - All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.

Tier 2:

- The HSL will recruit families to take part and support decision-making groups, such as the School Site Council and English Learner Advisory Committee in an effort to increase parent voice.
- The Home School Liaison and School Psychologist will refer families to local agencies or school services, as appropriate, to provide students and families with a variety of high-quality learning options in support of student learning and school success.
- Families of identified student groups in need of support with Spanish translation for parent meetings, conferences, communication with school staff, etc. will receive support from the Home School Liaison.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement.

Tier 3:

- Families of identified students will be invited to participate in Student Success Team meetings in order to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

Professional Learning

Describe Professional Learning related to this action.

- All staff will receive professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm
- Professional learning for staff in how to respond to behaviors, both classified and certificated
- Professional learning books that support evidenced based practices and strategies to increase student achievement.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- Power BI Data
- Bi-weekly TST Meetings
- ILT and CCT combined quarterly meetings
- Student engagement data
- Everyday Labs Attendance Data
- Classroom walk through data to include enhanced student engagement through culturally rich, student relevant, real world application and hands on learning experiences
- Family engagement nights sign in sheets
- CCT and TST to monitor attendance data
- Average weekly attendance data wall in cafeteria with celebrations by grade level

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- Increased participation in PBIS activities
- Decreased suspension rate
- Decreased chronic absenteeism rates
- Increased iReady Diagnostic Assessment data
- Increased classroom interim data including CFAs and FIABs
- Increase in culture & climate survey results
- Increased student attendance
- Decline in SWD being chronically absent.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- Increase in DFS on SBAC
- Increase in iReady proficiency rates
- Increase in student engagement data
- Spring Culture & Climate survey results increase in a positive direction
- Increased PBIS participation
- Schoolwide attendance increases
- SBAC scores increase in DFS and proficiency
- iReady scores increase in the number of students attaining their stretch growth goal

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Figarden will continue to augment music and Arts Education with the Dance program we have started during PE as a catalyst for whole-child development, reinforcing academics through creativity, movement, and critical thinking. Integrating dance helps students learn better, think deeper, and connect more meaningfully with what they study.

Direct Instructional Services

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

- Classroom materials and supplies will be purchased to support music and dance, like safe flooring and good sound.
- Materials and classroom supplies needed for production and showcases.
- Basic props for creativity
- Curriculum materials that align with standards
- Basic costumes and shoes that can be used repeatedly.
- Guest presenters and professional learning for teachers to improve instruction.

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Ars will be showcased at various family engagement event like:

- monthly engagement hours
- concerts
- Open House

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 show enthusiasm, participation, and joy in movement-based learning.
- Measured by: teacher observations, attendance, and student surveys
- Monitored by: dance and music teachers and site administrators

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 Student Focus and Self-Regulation

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by teacher observations, reduction in redirections or behavior incidents.
- Monitored by: dance, music, and classroom teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- Measured by: school climate surveys, student attendance, and family engagement data
- Monitored by: site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental time for creating and providing parent workshops in the evening, babysitting for parent meetings, parent outreach phone calls. **Budget lines for personnel include salaries and related benefits	1,301.00
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings.*No Food or Incentives*	1,250.00
G2A1	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			Home school liaison mileage.	1,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for PBIS/finest falcons/attendance/awards/incentives.	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for social emotional resources for motor room and care connect rooms and calming corners.	1,500.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support classroom instruction and school connectedness.	4,500.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics to support instruction, PBIS, and student awards/incentives.	2,000.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		16,863.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		19,121.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			Extra RCA time **Budget lines for personnel include salaries and related benefits	10,360.00
G2A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings.	200.00

$61,595.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0160 Figarden Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0160	1110	1000	1110	Teacher-Regu	Tutor	T004	Wise, Carrie	0.3750	G1A1		44,417.00
060	3010	0160	1110	1000	4200	Bks & Ref					G1A3	Site License for Reflex Math and Frax	4,200.00
060	3010	0160	1110	1000	4200	Bks & Ref					G1A1	: Scholastic Magazines	4,300.00
060	3010	0160	1110	1000	4300	Mat & Supp					G1A1	: Materials and supplies *No Food or Incentives*	3,274.00
060	3010	0160	1110	1000	5899	Cons Svc/Oth					G1A2	California Teaching Fellows Foundation : California Teaching Fellows to support early literacy instruction in Grades K-2.	10,000.00
060	3010	0160	1110	2495	2960	Oth Cls-Supp					G2A1	Supplemental time for creating and providing parent workshops in the evening, babysitting for parent meetings, parent outreach phone calls. **Budget lines for personnel include salaries and related benefits	1,301.00
060	3010	0160	1110	2495	4300	Mat & Supp					G2A1	Materials and supplies for parent meetings.*No Food or Incentives*	1,250.00
060	3010	0160	1110	3130	5211	Local Mileag					G2A1	Home school liaison mileage.	1,500.00
030	7090	0160	1110	1000	1110	Teacher-Regu	Tutor	T004	Darosa, Fatima	0.2200	G1A1		27,941.00
030	7090	0160	1110	1000	1120	Teacher-Subs					G1A1	sub release time for PLC planning time. 24 teachers X 4 days **Budget lines for personnel include salaries and related benefits	26,262.00
030	7090	0160	1110	1000	1120	Teacher-Subs					G1A1	Sub release time for IEPs/SSTs/504s. **Budget lines for personnel include salaries and related benefits	13,251.00
030	7090	0160	1110	1000	1120	Teacher-Subs					G1A1	Sub release time for data chats. **Budget lines for personnel include salaries and related benefits	2,687.00
030	7090	0160	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts for after school tutoring, instructional planning **Budget lines for personnel include salaries and related benefits	6,136.00
030	7090	0160	1110	1000	1160	Teacher-Supp					G1A1	Supplemental contracts for small teams planning, after school tutoring, SST coordinator **Budget lines for personnel include salaries and related benefits	15,952.00
030	7090	0160	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Romero, Phyllis	0.3750	G1A1		14,173.00
030	7090	0160	1110	1000	4200	Bks & Ref					G1A1	Schoolwide books of the month and professional learning books.	2,000.00
030	7090	0160	1110	1000	4300	Mat & Supp					G2A1	Materials and supplies for PBIS/finest falcons/attendance/awards/incentives.	3,000.00
030	7090	0160	1110	1000	4300	Mat & Supp					G2A1	: Materials and supplies for social emotional resources for motor room and care connect rooms and calming corners.	1,500.00
030	7090	0160	1110	1000	4300	Mat & Supp					G1A1	: Poster maker and die cut supplies	2,000.00
030	7090	0160	1110	1000	4300	Mat & Supp					G1A1	: Materials and supplies to support classroom instruction.	4,605.00
030	7090	0160	1110	1000	4400	Nc-Equipment					G2A1	Technology to support classroom instruction and school connectedness.	4,500.00
030	7090	0160	1110	1000	5631	Off Eq Lease					G1A1	Lease for color copier.	4,800.00
030	7090	0160	1110	1000	5723	Direct-Maint					G1A1	Technology maintenance	2,000.00
030	7090	0160	1110	1000	5899	Cons Svc/Oth					G1A2	California Teaching Fellows Foundation : California teaching fellows to support early literacy instruction in K-2.	20,029.00
030	7090	0160	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : Graphics to support instruction, PBIS, and student	2,000.00

030	7090	0160	1110	1000	5899	Cons Svc/Oth						G2A1	awards/incentives. 2,000.00
030	7090	0160	1110	2495	4300	Mat & Supp						G1A1	Materials and supplies for parent meetings. *No Food or Incentives* 500.00
030	7090	0160	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Holland, Bryan	0.3750		G2A1	16,863.00
030	7090	0160	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Torres, Christina	0.3750		G2A1	19,121.00
030	7090	0160	1110	3130	2230	Cls Sup-Ext						G2A1	Extra RCA time **Budget lines for personnel include salaries and related benefits 10,360.00
030	7091	0160	4760	1000	1110	Teacher-Regu	Tutor	T004	Darosa, Fatima	0.1550		G1A1	19,684.00
030	7091	0160	4760	1000	4300	Mat & Supp						G1A1	Materials and supplies to support EL instruction 4,036.00
030	7091	0160	4760	1000	4300	Mat & Supp						G2A1	Materials and supplies for parent meetings. 200.00
													$293,842.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$70,242.00
Sup & Conc	7090	$199,680.00
LCFF: EL	7091	$23,920.00
Grand Total		**$293,842.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$232,247.00
G2 - The Whole Child (SEL and Engagement)	$61,595.00
Grand Total	**$293,842.00**