

Tatarian Elementary

10621666101109

Principal's Name: Michele Markarian

Principal's Signature: 

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

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

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

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 – Michele Markarian	X				
2. Chairperson - Rhonda Beck			X		
3. Vice-Chairperson – Erica Wong				X	
4. Secretary – Aryanna Garcia				X	
5. DELAC Representative – Rebecca Chadbourne				X	
6. Diane Abbott		X			
7. Bonnie Flores		X			
8. Kristi Andersen				X	
9. Jyot Deep-Singh				X	
10. Nicole Tafoya		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 12/3/2025 .

Required Signatures

School Name: TATARIAN 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	Michele Markarian	<i>Michele Markarian</i>	3-25-2026
SSC Chairperson	<i>Rhonda Beek</i>	<i>Rm Bell</i>	3-25-2026

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

Tatarian - 0165

ON-SITE ALLOCATION

3010	Title I	\$40,479 *
7090	LCFF Supplemental & Concentration	\$136,320
7091	LCFF for English Learners	\$7,820

TOTAL 2026/27 ON-SITE ALLOCATION

\$184,619

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,236
Program Budget	<u>\$39,243</u>
Total Title I Allocation	\$40,479

ESSA Assistance Status: Not Identified for Assistance

Tatarian 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		5.3 %	2024-2025	6.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		66.7 %	2025-2026	67.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		53.5 %	2025-2026	54.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		41.1 %	2025-2026	42.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		65.5 %	2025-2026	66.6 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	64.4 %	55.7 %	2025-2026	56.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		66.1 %	2025-2026	67.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.4 %	2025-2026	49.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		42.9 %	2025-2026	44 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62 %	2025-2026	63.1 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	60.6 %	41.8 %	2025-2026	42.9 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	11.5 pts	4.9 pts	2024-2025	19.9 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		53 %	2024-2025	58 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-1.6 pts	0.7 pts	2024-2025	15.7 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		51.3 %	2024-2025	56.3 %	↑
Goal 2	Chronic Absenteeism - (African American)		32.5 %	2024-2025	31.9 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		28.6 %	2024-2025	28 %	↓

Goal 2	Chronic Absenteeism (ALL) Semester 1	20.9 %	14.5 %	2025-2026	13.9 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	92 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	93 %	85 %	2025-2026	86.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		88 %	2025-2026	90 %	↑
Goal 2	Suspension Rate - (African American)		15 %	2024-2025	14.67 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		4.8 %	2024-2025	4.47 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	1.47 %	1.6 %	2025-2026	1.27 %	↓

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.

ELA assessment data from SBAC and i-Ready indicate student growth. However, many students remain below grade-level proficiency and have not yet demonstrated consistent in mastery of standards. This disproportionality is evident among our Hispanic- 170 students, Socially Economic Disadvantage (SED)-163students, Students with Disabilities (SWD)-39 students and Black/African American (AA)- 22 students.

- **ELA: I-READY D-2 -Meeting or exceeding grade level/SBAC-Distant from Standard**
 - **Hispanic: 56.8% /-8 DFS**
 - **Socially Economic Disadvantage: 43.6% / -28 DFS**
 - **Students with Disabilities: 20.5% / -95 DFS**
 - **African American: 25% / -8 DFS**

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

Math assessment data indicated growth, but many student groups did not meet proficiency targets in i-Ready and remain below distant from standard on the SBAC.

- **MATH I-READY D-2 -Meeting or exceeding grade level/ SBAC-Distant from Standard**
 - **Hispanic: 36.9% /-8 DFS**
 - **Socially Economic Disadvantage: 28.8% / -31 DFS**
 - **Students with Disabilities: 17.9% / -78 DFS**
 - **African American: 28.6% /-59 DFS**

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

Suspension rates have slightly improved but remain high for African American students (14.67%) and Socioeconomically Disadvantaged students (4.7%). The overall suspension rates (1.6%) increased from 1.47%, indicating a need for stronger Tier 1-3 social emotional and behavioral supports.

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

Chronic absenteeism has decreased overall at Tatarian, but subgroup gaps persist. African American and socioeconomically disadvantaged students continue to have disproportionately higher rates of chronic absenteeism.

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

ELA & MATH-

- 1. Students need to master foundational skills in reading and math
- 2. Students need quality Tier 1 targeted, standard-aligned instructions and interventions
- 3. Need to continue monitoring to ensure instructional adjustments are made, through the uuse of CFAs, IABs, and FIABs for data analysis
- 4. Increase opportunities for lessons that incorporate higher DOK levels, greater rigor, complex text, academic discourse, meaningful tasks, and critical thinking skills.
- 5. Need to focus on professional learning to strengthen teachers' instructional strategies in reading, writing and math.

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

SEL and Suspension Rates

- 1. Inconsistent Implementation of SEL and Behavior Systems--as use of Second Step, Positivity Project, and CHAMPS varied across classrooms.
- 2. Limited Student Engagement and Positive Alternatives during recess/lunch
- 3. SEL skill gaps with many students experiencing challenges in self-regulation, conflict resolution, and emotional wellness.
- 4. Insufficient Targeted Tier 2 and Tier 3 support for high need students due to limited staffing, inconsistent follow-through and high caseload
- 5. Many families lack access to mental health resources, transportation, or communication with the school

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

Chronic Absenteeism

- 1. Increase of students experiencing anxiety, trauma or behavior challenges.

- 2. Tier 1 and Tier 2 students lacking tools necessary to manage anxiety and stress
- 3. Inconsistent communication and limited understanding of attendance expectations.

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.

ELA / MATH

- 1. Increased alignment and rigor to meet SBAC expectations.
- 2. Strengthen PLC use of the 5 guiding questions, including consistent use of CFAs and structured reteaching cycles.
- 3. Expand targeted, timely, and coherent Tier 2 interventions aligned to essential standards, foundational skills, and identified skill gaps in ELA and Math.
- 4. Improve alignment of SPED and Tier 3 supports with grade-level standards
- 5. Provide professional learning focused on instructional clarity and clearly defined criteria for success.

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.

SEL & SUSPENSIONS-

- 1. Strengthen consistent implementation of SEL and behavior systems through regular use of SEL curriculum, coaching, modeling, and monitoring for teachers, NTAs, and Campus Safety Assistants.
- 2. Increase Positive Engagement Opportunities by expanding structured recess/lunch activities and student leadership and inclusion opportunities
- 3. Provide explicit instruction in SEL competencies, including self-management, emotional regulation, and conflict resolution, with attention to the needs of AA and SED students.
- 4. Strengthen Tier 2 & 3- by increasing small group counseling, mentoring and check-ins along with collaboration between SEL Team, RCA, Tier 2 Specialist and teachers.
- 5. Improve Family Access to supports- referrals to All 4 Youth and Care Solis. increase communication with families around SEL supports and behavior expectations

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. Strengthen Social Emotional Supports with increased collaboration between teachers, RCA, Tier 2 Specialist, SEL team and parents.
- 2. Implement clearer roles and responsibilities for Tier 1 - 3 interventions.
- 3. Provide clear proactive communication regarding attendance expectations and available supports with families of chronically absent students.

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.

ELA Improvement

Partially Implemented

The actions were partially implemented due to inconsistencies in Tiered instruction:

- **Tier 1** implementation of actions showed variability, which affected effectiveness. While teachers had access to the FUSD Scope & Sequence, GVC, and Common Core Companion, these tools were not consistently referenced or integrated into PLC discussion. PLCs operated with broad autonomy, resulting in inconsistent use of agendas, calendaring, and CFAs. Opportunities for additional staff learning was limited. Some PLCs utilized IABs/FIABs and CFAs to monitor student progress, but this practice was not consistent across grade levels. Planned Student Achievement Conferences, however, quarterly Grade-level PLC data chats with Admin were not implemented consistently.
- **Tier 2** implementation reflected variation in use of **data-driven, student-centered PLC practices**. Grade-level teams used CFA and weekly assessment data in different ways to determine intervention and reteaching needs. WIN Time was established, and continued support is needed to strengthen small-group instruction, collaboration with Teaching Fellows, and consistent progress monitoring. A Targeted Support Team (TST) was created with a 0.5 Tier 2 specialist, this structure is new and staff capacity is still developing in supporting students' academic, behavioral, and social-emotional needs.
- **Tier 3** COST and SST processes were in place, a comprehensive system for monitoring students with persistent academic or behavioral needs has not yet been fully established.

Math Improvement

Partially Implemented

The actions were partially implemented due to inconsistencies in Tiered instruction.

- **Tier 1-** supported growth but did not consistently lead to mastery-
 - Level of rigor and exposure to SBAC aligned tasks varied
 - Instructional pacing and depth of instruction varied across PLCs
- **Tier 2 -**
 - CFAs and/or IAB-FIABs data to guide reteaching cycles was inconsistent
 - Interventions were not always targeted or data driven.
 - Progress monitoring for intervention groups occurred with varying frequency.
- **Tier 3-** Supports were beneficial for students receiving them, though not intensive enough to significantly influence overall proficiency rates
 - Increased participation of SPED teachers in grade level PLC meetings is needed to strengthen instructional alignment and support student needs.

Student Engagements

Partially Implemented

The Action was Partially Implemented:

- Use of Olweus Bullying Prevention Program lessons were occurred inconsistently school-wide.
- Mentor program wasn't fully implemented
- Tier 2 and 3-Targeted supports for disproportionate sub-groups provided at varying levels, resulting in inconsistent attention to students' safety and belonging.

Improve Attendance Through Engagement

Partially Implemented

The action was Partially Implemented---

- Attendance meetings with families occurred, though structures and protocols between Admin and Office Assistant were not fully established.
- Classroom-based incentives were implemented however, the grade level HAWK Attendance Award was not carried out.
- TST meetings were held bi-weekly with a primary focus on behavior, resulting in less emphasis on attendance-related needs.

Social Emotional Supports

Partially Implemented

TIER 1-

- Implementation of SEL lessons varied across classrooms.
- Participation in the Hawks Nest differed among students.
- NTA trainings occurred but were intermittent, contributing to variation in supervision practices.
- Reverse inclusion opportunities were provided but remained limited in frequency.

Tier 2-

- The Tier 2 Specialist and RCA provided small-group supports, though caseloads were high.
- The Climate Culture Team met monthly; however, due to time constraints, communication and follow-up with staff regarding data and recommended strategies occurred at differing levels.

Tier 3-

- Requests for SEL support often exceeded available capacity for SST and TST teams.
- Family outreach took place but was not consistent throughout the year.

Staff Engagement

Partially Implemented

Staff Engagement was Partially Implemented due to

- Limited Professional Learning opportunities for both Classified and Certificated staff
- Inconsistency giving feedback to staff due to outside distractions (such as-student behaviors, parent meetings).

FAMILY ENGAGEMENT

Partially Implemented

Family Engagement was partially implemented due to:

- One quarterly informational coffee hour was held, with limited participation from families.
- Staff acknowledgment and entry of positive behaviors occurred at varying levels from week to week.

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.

ELA Improvement

Partially Effective

ELA actions were partially effective, as student growth was observed, though achievement gaps remain. Implementation of Tiered instruction varied across classrooms. PLC+ structures were in place; however, teams differed in their use of assessments such as FIABs, IABs, and CFAs, as well as in their follow-through with the Continuous Cycle for Improvement. Time for professional learning was limited to one hour per month, which affected the depth of support available.

Tier 1- Implementation of rigorous reading and writing tasks varied across classrooms.

Tier 2- Targeted instruction aligned to foundational reading skills and individual comprehension needs occurred at differing levels.

Tier 3- Communication and alignment between SPED and general education teachers continued to develop, and supports were not intensive enough to significantly influence overall proficiency.

Math Improvement

Partially Effective

Math Actions were Partially Effective were partially effective, with evidence of student growth, though mastery was not consistent across student groups.

Tier 1: Implementation of rigorous instruction and exposure to SBAC-aligned tasks varied across classrooms.

Tier 2 and Tier 3: Interventions showed variation in the use of targeted, data-driven supports and in the implementation of fluency skill development. Time constraints limited the ability to provide ongoing professional learning and coaching aligned to PLC+ processes.

Student Engagements

Partially Effective

Partially Effective: Implementation of Tier1-3 engagement showed 98% reported they have friends and 91% reported they feel accepted the way they are. However, survey data (85%) shows elevated reports of bullying and harassment across culture, religion and disability.

Tier 2 and 3 helped build trust and connections but high levels of bullying and harassment show intervention did not fully reduce negative peer relationships

Improve Attendance Through Engagement

Partially Effective

- Partially Effective** -- Overall Chronic Absenteeism decreased to 14.5% however, AA (32.5%) and SED (28.6%) groups remain above school-wide chronic Absenteeism.
- Tier 1- Professional learning focused on engagement strategies was limited in depth and frequency due to time constraints. Planned activities such as the *Levels of Engagement Continuum* and the *I Wish My Teacher Knew* book study were not initiated.
 - Tier 2- The RCA and Tier 2 Specialist provided check-ins, though not all identified students received intervention support.
 - Tier 3- Staff engagement in conducting check-ins, holding conferences, and developing incentive contracts for identified students occurred with varying consistency.

Social Emotional Supports

Partially Effective

Tier 1 supports were partially effective, as implementation of the SEL curriculum and behavior expectations varied across classrooms.
Tier 3 SEL meetings were partially effective, with access to All 4 Youth services limited because eligibility is restricted to families with Medi-Cal.

Staff Engagement

Partially Effective

- Staff Engagement was Partially Effective:
- Staff shout-outs and community-building activities were implemented, though not in a systematic or consistent manner
 - Weekly PLC collaboration occurred, with levels of consistency varying by grade level.

FAMILY ENGAGEMENT

Partially Effective

- Family Engagement was Partially Effective:
- A total of 68 families responded to the Climate and Culture Survey
 - Participation in schoolwide organizations such as the PTA and School Site Council remained limited.

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.

Strengthen Tier 1-3 systems to improve instructional consistency while addressing persistant acheivement and equity gaps.

Tier 1-

- Implement a unified Tier 1 Instructional Framework to ensure consistent **SBAC** aligned rigor, use of complex text, writing tasks, and math fluency and reasoning.
- Require **PLCs** to use structured protocols, including common agendas, **CFA** Calendars, and data cycles aligned to **PLC+** guiding questions.
- Increase protected **Professional Learning** time focusing on clarity, success criteria, foundational skills and **SBAC** aligned instructional practices
- Implement instructional coaching cycles focusing on Tier 1 rigor, small group instruction and **Progress** monitoring
- Implement with fidelity school-wide **SEL** and behavior plan ensuring consistent use of **Second Step**, **Positivity Project**, **Owellus Bullying** Preventions and **CHAMPS**.

Tier 2 & 3

- Reteaching standard(s) cycles for students scoring below 70% **SBAC** aligned **FIAB** / **IAB** that are given at least 1 **ELA** and 1 **Math** per quarter.
- Implement standardized **Progress Monitoring** for foundational reading, comprehension and math fluency
- Establish clear school-wide expectations for targeted small-group instruction during **WIN** intervention time including adjusting groups through **Progress Monitoring**
- Expand **SEL** support for students and strengthen partnerships to increase access to mental health and wrap around services
- Increase proactive communication with families regarding attendance, **SEL** and academic expectations

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

SSC:	ELAC:	Staff:
• Discussed at February meeting • WIN time • strong first teaching (Tier 1)	Rolled into SSC	• Professional Learning • Need for scaffolding, Criteria for Success and Clarity in lessons • Alignment across grade level • Common Academic Language • ILT time • PLC times • Student Discourse • Need to look at WIN Time schedule



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

ELA Improvement

Action Details

Literacy Intervention

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

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

- Teachers will provide clear learning intentions, success criteria and engaging instruction to deliver high-quality Tier 1 instruction aligned to FUSD Guaranteed Viable Curriculum (GVC), Common Core State Standards (CCSS) and grade level rigor using FUSD Scope & Sequence, Guidance Document and Common Core Companion guide planning and instruction.
- Teachers will implement SBAC Aligned reading and writing tasks using research-based instructional strategies, including fluency skills, Ortho Gillingham foundational reading skills (OG), Write Tools strategies, text-dependent questioning, close reading routines, and evidence-based writing tasks.
- Increase Instructional Coaching Cycles focusing on Foundational Skills (k-2), Close Reading and text dependent writing (grades 3-6) and academic discourse.
- Grade Level Professional Learning Community (PLC) will develop tight protocols of analysis of CFA results, agreement of reteach strategies and materials, through quarterly teaching cycle maps and calendar that identify-- SMART goals, essential standards, Common Formative Assessments (CFA), FIAB / IABs, and designated reteach time
- CFAs and IAB/FIABs will be used to track mastery of standards and provide reteaching as needed
- Students will receive differentiated learning through small group instruction.
- Students will have the opportunity to participate in Literacy Rich experiences such as literature circles with grade level texts, writing across content areas, school-wide reading challenges such as AR.
- Administration will meet quarterly with PLC teams for Student Achievement Conferences to review student progress and SMART goal attainment.
- SMART goals will be set at the student, class, grade level and site level based on District Interim Assessments (i-Ready) and SBAC outcomes.

TIER 2- Use standards-aligned materials and technology tool to reinforce essential grade-level standards and accelerate student mastery.

- A 30 minute What I Need (WIN) time focused on individual student's needs based on their assessment learning in foundational skills, vocabulary and comprehension gaps

- Adjust Win Groups every 4-6 weeks based on data
- Progress monitoring using but not limited to- CFA 'mini-checks', fluency checks, i-Ready skill assessments
- Site funded tutors will support our WIN time groups for Kindergarten - 6th grade students
- After school small group intervention instruction aligned to the Essential Standards will be provided through supplemental contracts for certificated or classified staff.

TIER 3- Will build foundational literacy skills

- Strengthen Coordination of Service Teams (COST) /Student Success Team (SST) through sub-release days for monthly meetings to review student's progress, set measurable goals and adjust Tier 3 supports.
- Increase collaboration between RSP teacher and general education teachers during grade level PLC meetings.
- Intensive small group reading instruction using evidenced based programs for decoding, fluency and comprehension
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs
- SPED identified students will receive direct services from the RSP Team.

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

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

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

WIN Time (intervention) materials to support students' needs

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

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

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

English Learner Students

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

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

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

English Learner student population is performing at the lowest level in areas of

- ELA (9 students) - **SBAC:** -67 points from Standards and **i-Ready #2** 66.7% below grade level
- MATH-**SBAC:** -35 points from Standards and **i-Ready #2** 86.7% below grade 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 providing access to subscriptions such as Nearpod, Reflex Math.
- WIN time tutors

- Purchase materials for intervention and/or enrichment instruction.

3. Using 7090/7091 funds only: What are the planned expenses?

- *supplemental contract(s) for ELPAC assessor,*
- *release days for data chats between Admin/Teacher and/or Teacher/Students,*
- *Certificate Subs to allow PLC to plan quarterly and look at data,*
- *Before and/or after school tutoring*
- *Tutors during WIN Time for grades 3-6*

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

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

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA):

- Access to subscriptions such as--Reflex Math, Nearpod
- Purchase materials for intervention and/or enrichment instruction

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA)

- Providing Certificated Substitutes for release time to allow teachers to attend COST/SST meetings
- *Providing Quarterly Certificated Substitutes for teachers to collaborate in lesson planning-- by analyzing data, gathering feedback on lessons and assessments, and backwards mapping standards.*
- *Provide Certificated Subs (1st & 3rd Quarter) for Data Chats with Admin.*
- *Tutors to provide push-in and pull-out support during WIN time based on data from assessments.*
- *Supplemental Contracts will be available for After School Small Group Tutoring with Certificated and/or Classified Teachers.*
- *Students will have access to supplemental subscriptions such as Nearpod, Reflex Math, Scholastic News.*

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

As a site, we plan on supporting our SWD, SED, AA and Hispanic Students by:

- *Conducting weekly grade level PLC meetings to determine students' academic needs and support through Continuous Cycle of Improvement*
- *Teachers will hold quarterly 'data chats' and 'goal setting' with students.*
- *Teachers will provide high quality Tier 1 instruction and Tier 2 supports using supplemental curriculum in addition to FUSD's guaranteed viable curriculum.*
- *Grade Level PLC and Admin. will meet during PLCs meetings to discuss data and students' progress along with setting student, class and schoolwide goals.*
- *Admin will conduct classroom visits along with providing feedback to teachers.*

Family Engagement

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

- Family Literacy Night- focusing on reading foundational skills, comprehension, reading strategies and writing strategies
- Provide families with progress updates after each district diagnosis and CFA cycle

Professional Learning

Describe Professional Learning related to this action.

- Lead Teachers will participate in book study-- **Teacher Clarity: Four Necessary Components for High-Impact Student Learning** by John T Almarode, Douglas Fisher
- Professional learning (PL) around clarity, learning intentions and engagement
- PL on CFA development, data analysis
- PL around writing instruction, such as Write Tools strategies.
- Instructional Coach support through modeling, co-teaching and coaching cycle

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.

- Baseline- Mclass, OG implementation rubric **(K-2)**
- Phonics screener **(K-2 and Tier 3 Grades 3-6)**
- Fluency Screener **(Grades 1-6)**
- Admin. classroom observations to assess alignment to Common Core State Standards, FUSD Guidance Document
- Classroom walks/visits with feedback utilizing FUSD Instructional Practice Guide and
- CFA (Grades 1-6)
- Data Chats and goal setting conferences

Outcomes Monitored by: Principal, Vice-Principal and Teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Outcomes measured by growth from

- Kinder FSA
- i-Ready D1 to D2 on grade level and Stretch growth proficiency
- Quarters 1-3 fluency-WCPM & Comprehension **(Grades 1-6)**
- SBAC FIABs & IABs **(Grades 3-6)**

Outcomes Monitored by: Admin, Grade Level PLC, and Teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Mastery in:

- Kinder FSA- D3
- i-Ready D3- Grade Level On or Above Proficiency
- i-Ready D3- Stretch Growth Met
- Qtr. 4 Fluency (meeting grade level benchmark- WCPM & Comprehension)
- SBAC Proficiency and 15-point growth DFS (Grade 3-6)

Outcomes Monitored by: Admin, Grade Level PLC, and Teachers

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

Math Improvement

Action Details

Life Skills

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

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- Strengthen Core Instruction

- Teachers will provide clear learning intentions, success criteria and engaging instruction to deliver high-quality Tier 1 instruction.
- Teachers will align and plan instruction through using FUSD Guidance Document, FUSD Scope & Sequence, Guaranteed Viable Curriculum (GVC), Common Core State Standards (CCSS), grade level rigor and use of Common Core Companion to guide planning and instruction.
- Implement at least 1 SBAC FIAB / IABs twice per semester
- PLCs will develop and administer one CFA per chapter aligned to the Essential Standards
- PLCs will analyze CFA results, identify misconceptions and implement reteaching cycles for standards mastery below 70%
- Instruction will incorporate higher Depth of Knowledge levels, emphasizing reasoning, modeling and problem solving.
- Teachers will monitor i-Ready usage weekly ensuring students meet recommended minutes and pass rates
- Students in Grades 2-6 will meet with their teacher for DATA chats to develop goals and plan strategies to attain the goals
- The school will set student, class, grade level, and site SMART goals around District Interim Assessments (i-Ready) and SBAC.
- Administration and Academic Coach will conduct instructional walk-throughs to monitor use of rigor and implementation of FUSD Scope and Sequence
- After each i-Ready Diagnostic assessment we will celebrate students who met their growth and stretch goals.

TIER 2-

- All students in grades K-6 will receive differentiated Math instruction to address learning gaps in essential grade level standards based on students' assessed needs as determined by i-Ready Diagnostics, CFAs, FIABs and/or IAB.
- Teachers will use small group, targeted lessons aligned to CFA data
- Students receiving Tier 2 support will be Progressed Monitored using CFA mini-checks or i-Ready skill assessments.
- PLCs will review student progress during data chats

- After school small group intervention instruction aligned to the Essential Standards will be provided through supplemental contracts for certificated or classified staff.
- Students will have opportunity to review and retake assessments.

TIER 3-

- Identified students will be referred to the COST/Student Success Team to review student progress and determine appropriate Tier 3 intervention supports.
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs
- Increase collaboration during PLCs between RSP teacher and general education teachers
- Supplemental Contract for teachers / classified staff will be provided for targeted tutoring aligned to CFA data and Essential Standards

English Learner Students

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

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

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

English Learner student population is performing at the lowest level in areas of

- **MATH-SBAC**: -35 points from Standards and **i-Ready #2**: 86.7% below grade 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 providing access to subscriptions such as Nearpod, Reflex Math
- WIN time tutors
- Purchase materials for intervention and/or enrichment instruction.

3. Using 7090/7091 funds only: What are the planned expenses?

- Release days for data chats between Admin/Teacher and Teacher/Students,
- Certificate Subs to allow PLC to plan quarterly and look at data,
- Before and/or after school tutoring
- Tutors during WIN Time for grades 3-6

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

- Teachers will monitor quarterly EL progress through data from ELLEVATIONS and i-Ready Diagnostics
- English Learners students will participate in quality Tier 1 instruction with high expectations, challenging content and a high level of student ownership.
- Have access but not limited to FUSD Guaranteed Viable Curriculum along with using a wide range of tools including technology
- All English Learners will receive Designated and Integrated English Language Development through small group instruction and support focusing on vocabulary, comprehension of word problems.
- English Learners who need extended learning support will participate in tutoring before or after school

- Assessment results will be shared with parents during conferences, School Site Council and other parent meetings
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support their individual students' needs.
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, ISLPs and Parent Square.
- Materials and resources will be provided to support instruction addressing student's academic needs.

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA)

- *Tutors to provide push-in and pull-out support during WIN time based on data from assessments.*
- *Students will have access to supplemental subscriptions such as Nearpod, Reflex Math, Scholastic News.*

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA)

- Providing Certificated Substitutes for release time to allow teachers to attend COST/SST meetings
- *Providing Quarterly Certificated Substitutes for teachers to collaborate in lesson planning-- by analyzing data, gathering feedback on lessons and assessments, and backwards mapping standards.*
- *Provide Certificated Subs (1st & 3rd Quarter) for Data Chats with Admin.*
- *Tutors to provide push-in and pull-out support during WIN time based on data from assessments.*
- *Supplemental Contracts will be available for After School Small Group Tutoring with Certificated and/or Classified Teachers.*
- *Students will have access to supplemental subscriptions such as Nearpod, Reflex Math.*

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA)

- *Conducting weekly grade level PLC meetings to determine students' academic needs and support through Continuous Cycle of Improvement.*
- *Teachers will hold quarterly 'data chats' and 'goal setting' with students.*
- *Teachers will provide high quality Tier 1 instruction and Tier 2 supports using supplemental curriculum in addition to FUSD's guaranteed viable curriculum.*
- *Teachers and Admin. will meet during PLC meetings to discuss data and students' progress along with setting student, class and schoolwide goals.*
- *Admin will conduct classroom visits along with providing feedback to teachers.*

Family Engagement

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

- Family Math Night focused on SBAC-styles and strategies, fluency
- Provide families with progress updates after each diagnostic and CFA

Professional Learning

Describe Professional Learning related to this action.

- PL on SBAC aligned instruction, CFA development, data analysis and effective intervention practices
- Academic Coach will support teachers through modeling, co-teaching, and coaching cycle

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-6 grades:

- Admin. classroom observations to assess alignment to Common Core State Standards, FUSD Guidance Document
- Classroom walks/visits with feedback utilizing FUSD Instructional Practice Guide
- CFAs (grades 1-6)
- Data Chats and goal setting conferences

Outcomes Monitored by: Admin, Grade Level PLC, and Teachers

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Outcomes measured by growth from

- Kinder FSA
- i-Ready D1 to D2 on grade level and Stretch growth proficiency
- Quarters 1-3 fluency-WCPM & Comprehension **(Grades 1-6)**
- SBAC FIABs & IABs **(Grades 3-6)**

Outcomes Monitored by: Admin, Grade Level PLC, and Teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Mastery in:

- Kindergarten FSA- D3
- i-Ready D3- Grade Level On or Above Proficiency
- i-Ready D3- Stretch Growth Met
- Qtr. 4 Fluency (meeting grade level benchmark- (WCPM & Comprehension)
- SBAC Proficiency and 15 point growth DFS (Grade 3-6)

Outcomes Monitored by: Admin, Grade Level PLC, and Teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Response to Intervention: 3 teaching fellows @ 3 days/week (Grades 1st-6th) Split funded w/7090	28,029.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: Materials and Supplies **No Food or Incentives**	1,236.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly Planning Days (TK-6th) 3 days/year **Budget lines for personnel include salaries and related benefits	16,116.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Assessment Days (TK-K) 1 day/year **Budget lines for personnel include salaries and related benefits	1,612.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats (K-6th) Quarter 1 & 3 **Budget lines for personnel include salaries and related benefits	538.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			COST/SST Meetings (Sept. - June) - 10 days, 2 subs per day **Budget lines for personnel include salaries and related benefits	5,372.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly IEP Days - 2 subs x 8 days **Budget lines for personnel include salaries and related benefits	4,298.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			ILT Planning Days - 9 subs x 1 day **Budget lines for personnel include salaries and related benefits	2,416.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			PLC Planning Day (Aug.) TK-6 **Budget lines for personnel include salaries and related benefits	7,509.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Before/After School Tutoring - 30 hours **Budget lines for personnel include salaries and related benefits	1,877.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts: Extra Paid Contracts (100 Hours) **Budget lines for personnel include salaries and related benefits	7,485.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G2A1 & G2A2: Materials and Supplies: Write Tools, SEL Supports, Incentives, Awards, Family Engagement, Food Incentives, Celebrations, etc.	58,186.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology and Equipment	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Response to Intervention: 3 teaching fellows @ 3 days/week (1st-6th) - Split Funded with 3010	2,768.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	1,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Accessors - 2 @ 3 days @ 6 hours a day **Budget lines for personnel include salaries and related benefits	2,253.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Books and Resources for English Language Learners	2,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies foe English Language Learners	3,067.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			G2A1: Subscriptions: Reflex Math, Positivity Project, Nearpod, etc.	11,214.00

\$161,476.00

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

Social Emotional Supports and Suspension

Action Details

Life Skills

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

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-

- Students will receive daily SEL instruction for utilization of Positivity Project, Second Step, Class Meetings That Matter, & Olweus Bullying Prevention curriculum
- Teachers will implement Safe and Civil CHAMPs / MAC will be used in the classroom with fidelity
- Teachers will utilize Zones of Regulation, Growth Mindset and Power of YET strategies and verbiage with students
- Student will have access to "HAWKS NEST" and alternate recess such as Intramurals and clubs
- NTA's will attend monthly Professional Learning focusing on supervision structures, positive student engagement, and building student relationships.
- CCT will develop 'Active Supervision Zones'
- Students in grades 4-6 will receive awards and incentives to encourage participation and attendance in various school activities such as the Block T
- Re-teach expectations each semester through assemblies, videos and classroom lessons
- Administration will hold a 'New Student' welcome orientation to welcome new students to Tatarian which will take place in August and January
- Students participate in 'Reverse Inclusion' in our Mild/Moderate classrooms

TIER 2-

- Tier 2 Specialist and Resource Counseling Assistant will support identified student's social emotional competency needs and assist in building student's engagement in school through small group activities that promote development of social-emotional skills and positive interactions.
- RCA utilize Conflict Resolution through weekly check-ins and restorative circles
- Culture & Climate Team will identify priorities, common trends, disproportionalities and develop systems and structures to connect individual students with available support and interventions

- Identified 5th & 6th grade students will attend a mentor program with RCA focusing on character, leadership development, self-management, and a growth mindset. Targeted students will include but not limited to- our significantly disproportionate subgroups.

TIER 3--

- SEL Team (Admin, School Psychologist, Tier 2 Specialist and RCA) will identify students needing Tier 2 & 3 Social-Emotional supports needs through monthly SST and bi-weekly TST meetings.
- Coordinate appropriate support structures such as referrals to appropriate local agencies that can support students and family's needs.
- Refer students to All 4 Youth Counseling
- Develop Behavior Support Plans

English Learner Students

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

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

N/A.

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

N/A

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

- *Certificated Sub for monthly COST and SST days with teachers*
- *Certificated Sub for Datta Chats with teachers and Administration*

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

- English Learners will be provided with necessary supports to ensure they succeed both in the academic and social emotional realm.
- English Learners students will receive daily SEL instruction for through utilization of Positivity Project, Second Step, Class Meetings That Matter, & Olweus Bullying Prevention curriculum
- Identified students will participate in adult mentoring programs, peer buddies, alternative recess, and have equal access to support from Tier 2 Specialist and RCA.

Student Groups

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

We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students to participate in:

- Participate in Postivity Project activities

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

We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students to participate in:

- Certificated Substitutes to allow teachers to attend monthly COST/SST for identified Tier 2 and/or 3 students
- Certificated Substitutes to allow teachers to attend Data Chats with Admin. and Grade Level PLC Planning Days
- Incentives for incentive awards, Positivity Project Subscription
- Extra hours for RCA to lead Girl Power, attend COST/SST and Tier 2 meetings, and meet with parents and students

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

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

Family Engagement

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

- Communicate behavior expectations to families through Parent Newsletter (Tatarian Times)
- Conduct home visits
- Provide Quarterly Listening and 'Coffee Hours' with Admin.

Professional Learning

Describe Professional Learning related to this action.

- Review school-wide behavior expectations and levels of misbehavior
- Discipline Guidelines
- Review Olweus Bullying Prevention curriculum

- Culturally Responsive Classroom Management
- ATLAS -how to enter Misbehaviors and Positives

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.

- Decrease in suspensions monthly compared to last year (2025-2026).
- Outcomes measured in monthly CCT and SEL Team (Admin, Tier 2 Specialist, School Psychologist, and RCA) to review/analyze suspension data by school, grade level, teacher and area of incidents

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- Decrease in suspensions by 1st semester compared to last year (2025-2026).
- Outcomes measured in monthly CCT and SEL Team (Admin, Tier 2 Specialist, School Psychologist, and RCA) to review/analyze suspension data by school, grade level, teacher and area of incidents

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- Decrease in suspensions compared from last year(2025-2026).
- Outcomes measured in monthly CCT and SEL Team (Admin, Tier 2 Specialist, School Psychologist, and RCA) to review/analyze suspension data by school, grade level, teacher and area of incidents

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

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

Student Engagements

Action Details

College & Career Readiness

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

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

TIER 2-

- RCA will provide Peer Mediation Conflict resolution for students TK-6 grade.
- The school will monitor those who are not engaged in GOAL 2 activities and provide opportunities for those students.
- School will strategically select students in significantly disproportionate significant subgroups from grades 3-6 to participate in activities such as-- after school sports, clubs, Student Jobs, Student Leadership Club, Safety Patrol
- Students will have access to Tatarian's RCA and Hawks Nest
- Bi-weekly TST meetings

TIER 3

- Students from disproportionality/significant groups will receive first priority for student jobs.

- Provide district funded 'late' bus to allow students to participate in After School Extended Day activities

MATERIALS & SUPPLIES

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

English Learner Students

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

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

N/A.

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

N/A

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

N/A

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

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

Student Groups

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

We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students for:

- Enrichment activities materials and supplies
- Materials and supplies for Parent and Family engagements

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

We will utilize some of the 7090/7091 Funds for SWD, SED, Hispanic and AA students for:

- Materials and Supplies for enrichment activities.
- Supplemental Contracts for Clubs
- Extra Hours for RCA

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

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

- Provide opportunities for more real-world experiences from community members
- Priority for- Clubs, student jobs
- Activities such as --Peach Blossom, Leadership-, Spelling Bee, Sports, Chess Club, Peer Mentoring

Family Engagement

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

- Literacy and Math Workshop
- Student Performances such as- Winter & Spring Music concerts, Salute to February, Peach Blossom
- Parent Advisory groups such as School Site Council and PTA
- Parent Newsletter

Professional Learning

Describe Professional Learning related to this action.

- Strategies from *"I Wish My Teacher Knew"*
- Trauma Informed Strategies- how to respond with empathy and clarity
- Social-Emotional Learning- self management, resilience and collaboration

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
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Outcomes monitored by Admin. Team, SEL team, and Cultural Climate Team. • Student engagement participation will be analyzed quarterly	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Outcomes monitored by Admin. Team, SEL team, and Cultural Climate Team. • Outcome measured through 1st semester CC survey	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Outcomes monitored by Admin. Team, SEL team, and Cultural Climate Team. • Reponses on the CC Survey will increase 5% compared to last year.

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

Improve Attendance Through Engagement

Action Details

Life Skills

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

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 for site staff focusing on increasing student motivation and engagement in school.
- Incentives provided to students / classrooms with meeting attendance goals as determined by the School Climate Culture Team and Admin will be recognized
- One class from each grade level with the highest attendance rate and lowest tardy rate will be honored with the HAWK Attendance Award
- Encourage ALL students to participate in Goal 2 opportunities
- Encourage students to participate in Before and After School Extended Learning Program

TIER 2-

- Goal Setting & incentives for students with Chronic Absenteeism to improve attendance will take place with teacher, Tier 2 Specialist, Office Assistant and/or Admin.
- Tier 2 and Resource Counseling Assistant
- Participation in "Hawks Nest" during recess
- Monthly COST/SST meetings
- Biweekly TST meeting

TIER 3-

- Teachers, Tier 2 Specialist, RCA and Administration will conduct 'check-ins' with identified students, hold conferences and develop incentives contracts for students with chronic attendance.
- Social Emotional Team & Administration will make home visits and/or conference with families to provide the necessary support needed
- Tier 2 Specialist and Office Assistant to provide support to parents and students with chronic attendance issues

English Learner Students

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

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in. N/A
2. Using Title I funds Only: What are the planned expenses to support this student group?.N/A
3. Using 7090/7091 funds only: What are the planned expenses to support this student group?N/A
4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.
 - Provided opportunities to engage in GOAL 2 activities. Admin. will monitor GOAL 2 to ensure these students are engaged in GOAL 2 opportunities.
 - Participate in weekly class meetings and Second Step lessons around the 4 social emotional competencies of Self Management, Self-Efficacy, Growth Mindset and Social Awareness
 - Administration will communicate directly with parents of EL students
 - Tier 2 and Resource Counseling Assistant
 - Participation in "Hawks Nest" during recess

Student Groups

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

We will utilize some of the Title 1 Funds for SWD, SED, Hispanic and AA students to participate in: N/A

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

We will utilize some of the 7090/7091 Funds for SWD, SED, Hispanic and AA students for:

- Incentives and awards for attendance
- Participation in 'Hawks Nest' with RCA
- Certificated Subs for teachers to attend COST/SST meetings
- Certificated Subs for teachers to attend Data Chats with Admin

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

- Bi-weekly TST meetings with SEL team (Tier 2 Specialist, RCA, School Psychologist, and Admin)
- Conduct 'check-ins', Goal Setting & incentives for students with Chronic Absenteeism to improve attendance will take place with Tier 2 Specialist, teacher, Office Assistant and/or Admin.

- Encourage ALL students to participate in Goal 2 opportunities
- Encourage students to participate in Before and After School Extended Learning Program
- Offer and encourage to participate in 'school jobs' during recesses

Family Engagement

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

- Monthly attendance updates to families through Parent Square and Tatarian Times
- Meetings with Admin, SEL team and families to address barriers
- Connect and Coordinate families to 'wrap around' services
- Conduct home visits

Professional Learning

Describe Professional Learning related to this action.

- How to increase student motivation and engagement in school through strategies from *Levels of Engagement Continuum* and *'I Wish My Teacher Knew'*
- Trauma informed training

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.

- Decrease chronic absenteeism rate monthly compared to 2025-2026 school year.

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- Decrease chronic absenteeism monthly & yearly rate compared to 2025-2026 school year.

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

Outcomes monitored by Admin Team, Teachers, Office Assistant, and SEL team

- Decrease chronic absenteeism rate monthly compared to 1st semester of the 2025-2026 school year.
- Review/Analyze attendance data by school, grade level and classroom

Outcomes monitored by Admin Team, Teachers, Office Assistant and SEL team

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

Outcomes monitored by Admin Team, Teachers, Office Assistant, and SEL team

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Action

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

PROP 28

Action Details

Life Skills

Utilize Proposition 28 funds to expand access to arts education by providing instructional materials, supplies and learning opportunities in visual and performing arts that promote student creativity, engagement, and academic learning across content areas.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

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):

- Provide Standards based direct instruction including modeling, guided practice and feedback to support student's mastery
- Provide small group instruction
- Increase student engagement through visual arts, music, theatre, and/or creative expression
- Integrate art-based instructional strategies to support core academic learning
- Facilitate opportunities for students to create, perform, and present their learning
- Provide performance attire
- Purchase and maintain quality instruments
- Purchase materials and supplies to strengthen and sustain high quality arts and music education

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?

N/A

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.

- Spotlight students' art and music in Parent Newsletter-Tatarian Times
- Art Exhibit / Showcase during Open House
- Music Concerts- Winter and Spring
- Grade Level performances

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 demonstrate increased knowledge, skills, and understanding in core academics and arts-integrated lessons.

Measurement:

- Formative assessments, student work samples, and participation logs.

Monitoring:

- Classroom teachers, instructional coach, and grade-level teams

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.

- Students will actively apply skills, engage in projects, and collaborate creatively

Measurement

- Teacher observation checklists, engagement rubrics, and performance tasks.

Monitoring:

- Classroom teachers, instructional coach, and grade-level teams

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.

- Student achievement gaps will decrease
- Increase in student engagement and participation in enrichment, arts, and school-wide learning opportunities.

Measurment:

- summative assessments, report card data, attendance/participation record

Monitoring:

- Classroom teachers, instructional coach, and grade-level teams

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0165 Tatarian Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	3.5 hour Resource Counseling Assistant **Budget lines for personnel include salaries and related benefits	18,217.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			RCA Extra Hours - COST/SST Meetings, TST Meetings, Home Visits, Family Connections, Social Emotional Supports, Girl Power, etc. **Budget lines for personnel include salaries and related benefits	3,926.00
G2A2	Sup & Conc	Instruction	Direct-Food			Nutrition Services for Field Trips (i.e., Insulated bags, etc.)	500.00
G2A3	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	500.00

\$23,143.00

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Action

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Engagement

Action Details

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

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):

- Staff survey/opportunities for feedback and needs
- Provide weekly staff communications through email and 'Weekly Roundup'
- Provide Staff Newsletter including updates, clear action items, monthly calendar of events
- Provide opportunities for staff building activities, 'shoutouts' and positive feedback
- Provide Staff Handbook with clear expectations for behavior, attendance, instruction etc.
- Professional Development and collaborations including- Best Practices, SBAC Claims & Targets, CCSS, Interim Assessments, Fluency, Foundational Reading skills, CCSS, Writing Strategies such as "Write Tools", Social Emotional Learning, Climate and Culture improvement, Gifted and Talented Education, Exemplary Physical Education Curriculum (EPEC), and Cultural Proficiency training and academic teaching strategies for all staff.
- Monthly Professional Training and meetings for Noon Time Assistants and Paraprofessionals
- Grade level Professional Learning Community meetings to collaborate, co-plan, develop teaching cycle calendars, develop CFAs, develop/adjust intervention
- Facilitate cross grade levels collaborations
- Provide grade level release days for beginning of year, and each quarter to focus on instructional planning
- Be mindful of our staff diversity needs when interviewing qualified candidates while including diverse representation of Teaching and Classified Staff on Hiring Panels.
- Increase recruitment of diverse parent participation for the School Site Council and other parent organizations

English Learner Students

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

N/A

Student Groups

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

n/a

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

n/a

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

n/a

Family Engagement

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

n/a

Professional Learning

Describe Professional Learning related to this action.

- Continue Professional Development to deepen knowledge of Cultural Proficiency for all staff.
- Staff building activities
- PL on team norms and collaboration
- Best Practices Strategies-- SBAC Claims & Targets, CCSS, Interim Assessments, Fluency, Foundational Reading skills, CCSS, Writing Strategies such as "Write Tools", Social Emotional Learning, Climate and Culture improvement, Gifted and Talented Education, Exemplary Physical Education Curriculum (EPEC)

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will measure effectiveness of Professional Learnings around Foundation Skills, Coaching Cycle through outcomes of i-Ready Math and ELA Diagnostic administration Outcomes monitored by Admin team, Coach and Teachers	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase from the Fall Climate & Culture Survey from the Spring 2026 survey. Outcomes monitored by Admin team, Coach, CCT team and Teachers	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will see an increase from the Spring Climate & Culture Survey 2027 from the Spring 2026 survey. Outcomes monitored by Admin team, Coach, CCT team and Teachers

FAMILY ENGAGEMENT

Action Details

Equitable Access

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

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-

Communication

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

Classroom Opportunities-

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

School Based Opportunities-

- Student Award and Celebration Assemblies
- Coffee hour informational trainings with administration and/or SEL Team. (Quarterly)
- Encourage participation in School Site Council and PTA to discuss and help make social activities and educational needs decisions for students

- PTA sponsored events
- On site parent/guardian volunteers
- All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Back to School Night, Open House, etc.

TIER 2 &3-

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

English Learner Students

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

- Student Awards will be given for EL redesignation.
- Promote parent engagement activities such as meet with Administration informational meetings
- Acknowledgement of student growth and progress through award recognition assemblies

Student Groups

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA):

- Promote parent engagement activities such as meet with Administration informational meetings
- Acknowledgement of student growth and progress through award recognition assemblies

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA):

- Promote parent engagement activities such as meet with Administration informational meetings
- Acknowledgement of student growth and progress through award recognition assemblies

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

Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), and African American (AA)

N/A

Family Engagement

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

- Back to School Night, Open House / Art Extravaganza, Parent/Teacher Conferences, PTA sponsored Family Nights, Award Recognition Assemblies, Admin./Parent Informational Meetings
- Staff will communicate to families through-- positive phone calls, positive notes to families, classroom newsletters
- Admin will communicate through- Tatarian Times -(school wide newsletter bi-monthly), Marquee, Parent Square, emails, and/or social media platforms.
- Tatarian Times -(school wide newsletter bi-monthly), Marquee, Parent Square, emails, and/or social media platforms.

Professional Learning

Describe Professional Learning related to this action.

- Understanding our community and deepen teachers' cultural awareness
- How to have Data Conversations with families that is clear, non-judgemental, collaborative and action oriented
- ALTAS input training
- Communication that builds trust

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.

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

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

Shape these behaviors...

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

Increase in Fall Climate and Culture Survey compared to the Spring (2026) survey.

Outcomes monitored by Admin and teachers

And ultimately achieve these impacts.

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

Increase in Fall Climate and Culture Survey compared to the Fall 2026 survey.

Outcomes monitored by Admin and teachers

2026-2027 Budget Detail for Schools

State/Federal Dept 0165 Tatarian Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0165	1110	1000	4200	Bks & Ref					G1A2	G2A1: Subscriptions: Reflex Math, Positivity Project, Nearpod, etc.	11,214.00
060	3010	0165	1110	1000	5899	Cons Svc/Oth					G1A1	Education and Leadership Foundation : Response to Intervention: 3 teaching fellows @ 3 days/week (Grades 1st-6th) Split funded w/7090	28,029.00
060	3010	0165	1110	2495	4300	Mat & Supp					G1A1	Parent Participation: Materials and Supplies **No Food or Incentives**	1,236.00
030	7090	0165	1110	1000	1120	Teacher-Subs					G1A1	Quarterly Planning Days (TK-6th) 3 days/year **Budget lines for personnel include salaries and related benefits	16,116.00
030	7090	0165	1110	1000	1120	Teacher-Subs					G1A1	Assessment Days (TK-K) 1 day/year **Budget lines for personnel include salaries and related benefits	1,612.00
030	7090	0165	1110	1000	1120	Teacher-Subs					G1A1	Data Chats (K-6th) Quarter 1 & 3 **Budget lines for personnel include salaries and related benefits	538.00
030	7090	0165	1110	1000	1120	Teacher-Subs					G1A1	COST/SST Meetings (Sept. - June) - 10 days, 2 subs per day **Budget lines for personnel include salaries and related benefits	5,372.00
030	7090	0165	1110	1000	1120	Teacher-Subs					G1A1	Quarterly IEP Days - 2 subs x 8 days **Budget lines for personnel include salaries and related benefits	4,298.00
030	7090	0165	1110	1000	1120	Teacher-Subs					G1A1	ILT Planning Days - 9 subs x 1 day **Budget lines for personnel include salaries and related benefits	2,416.00
030	7090	0165	1110	1000	1160	Teacher-Supp					G1A1	PLC Planning Day (Aug.) TK-6 **Budget lines for personnel include salaries and related benefits	7,509.00
030	7090	0165	1110	1000	1160	Teacher-Supp					G1A1	Before/After School Tutoring - 30 hours **Budget lines for personnel include salaries and related benefits	1,877.00
030	7090	0165	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Contracts: Extra Paid Contracts (100 Hours) **Budget lines for personnel include salaries and related benefits	7,485.00
030	7090	0165	1110	1000	4300	Mat & Supp					G1A1	G2A1 & G2A2: Materials and Supplies: Write Tools, SEL Supports, Incentives, Awards, Family Engagement, Food Incentives, Celebrations, etc.	58,186.00
030	7090	0165	1110	1000	4400	Nc-Equipment					G1A1	: Technology and Equipment	4,000.00
030	7090	0165	1110	1000	5723	Direct-Maint					G2A3	: Technology Maintenance	500.00
030	7090	0165	1110	1000	5767	Direct-Food					G2A2	Nutrition Services for Field Trips (i.e., Insulated bags, etc.)	500.00
030	7090	0165	1110	1000	5899	Cons Svc/Oth					G1A1	Education and Leadership Foundation : Response to Intervention: 3 teaching fellows @ 3 days/week (1st-6th) - Split Funded with 3010	2,768.00
030	7090	0165	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	1,000.00
030	7090	0165	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Brown, Sara	0.4375	G2A1	3.5 hour Resource Counseling Assistant **Budget lines for personnel include salaries and related benefits	18,217.00
030	7090	0165	1110	3130	2230	Cls Sup-Ext					G2A1	RCA Extra Hours - COST/SST Meetings, TST Meetings, Home Visits, Family Connections, Social Emotional Supports, Girl Power, etc. **Budget lines for personnel include salaries and related benefits	3,926.00
030	7091	0165	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Accessors - 2 @ 3 days @ 6 hours a day **Budget lines for personnel include salaries and related benefits	2,253.00
030	7091	0165	4760	1000	4200	Bks & Ref					G1A1	: Books and Resources for English Language Learners	2,500.00

\$184,619.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,479.00
Sup & Conc	7090	\$136,320.00
LCFF: EL	7091	\$7,820.00
Grand Total		\$184,619.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$161,476.00
G2 - The Whole Child (SEL and Engagement)	\$23,143.00
Grand Total	\$184,619.00