

Fulton

10621666112619

Principal's Name: Ryan Coe

Principal's Signature:

A handwritten signature in black ink, appearing to read 'R Coe', written over the printed text 'Principal's Signature:'.

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

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	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 – Ryan Coe	X				
2. Chairperson - Joshua Salven		X			
3. Marisol Salazar			X		
4. Ethan Cruise					X
5. Alexander Acevedo-Herrera					X
6. Andrea Cruise				X	
7. Jose Acevedo				X	
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 10-28-25.

Required Signatures

School Name: Fulton			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Ryan Coe		4-13-26
SSC Chairperson	Joshua Salven		4/13/26

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

Fulton - 0188

ON-SITE ALLOCATION

3010	Title I	\$1,236 *
7090	LCFF Supplemental & Concentration	\$9,664
7091	LCFF for English Learners	\$2,196

TOTAL 2026/27 ON-SITE ALLOCATION

\$13,096

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$48
Program Budget	\$1,188
Total Title I Allocation	\$1,236

ESSA Assistance Status: Not Identified for Assistance

Fulton School 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	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		11.1 %	2025-2026	12.2 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	1.1 %	↑
Goal 1	CCI - Percentage of students who completed A-G (ALL)		0 %	2024-2025	2 %	↑
Goal 1	ELPAC - percentage of students who scored 4		0 %	2024-2025	1.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		55.6 %	2025-2026	56.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		55.6 %	2025-2026	56.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		11.1 %	2025-2026	12.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		22.2 %	2025-2026	23.3 %	↑
Goal 1	Passed all semester 1 courses with C- grade or better (ALL)		22.2 %	2025-2026	28.4 %	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		0 %	2024-2025	5 %	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		0 %	2024-2025	5 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1		68.8 %	2025-2026	68.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	67.8 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	76.6 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		88 %	2025-2026	90 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	31.67 %	12 %	2025-2026	11.67 %	↓

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.

1)Despite a significant growth in daily attendance of over 7% from roughly 71% in 2024-25 to 78% in year-to-date data for 2025-26, Fulton continues to see roughly 56% of students at chronically absent levels of below 80% attendance.

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

2)Incoming students are not demonstrating grade-level proficiency or sufficient academic growth in ELA and Math, resulting in low course pass rates, lack of college/career readiness, and stalled progress toward graduation.

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

3) While suspension rates have improved, ongoing behavioral and climate challenges continue to impact student engagement, attendance, and academic success.

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

- 1)
- Structurally, students' attendance from previous school locations are captured within Fulton's attendance.
 - Students experience multiple academic, social-emotional, and family-related barriers that limit consistent school attendance, reducing access to instruction, interventions, and relationship-building opportunities necessary for academic success.
 - Students have expressed a need to be seen and also valued by both the home and the school experience.

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

- 2)
- Inconsistent implementation of targeted reading and math interventions aligned to diagnostic data
 - Limited instructional time due to chronic absenteeism
 - Students entering significantly below grade level with interrupted learning histories
 - Insufficient progress monitoring and instructional adjustment
 - Historical limited student engagement and ownership of learning

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

3)

- Inconsistent implementation of restorative practices
- Limited staff capacity for trauma-informed behavior supports
- Students lacking SEL skills necessary for self-regulation
- Insufficient student voice and engagement opportunities

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.

Cause: Students have expressed a need to be seen and also valued by both the home and the school experience.

Need:

- Continued daily recognition regarding student effort in their classes. (current practice)
- Ongoing quarterly recognitions based upon academic success/growth and attendance success/growth. (need not practiced)
- Developing Fulton OWLS guidelines aligned to student store experience. (current practice)
 - Aligned "Student of the Month" that is exhibiting the most growth in the specific guideline area (need not practiced)
- Build more staff/student relational opportunities such as OWLS of Distinction luncheon. (need not practiced)
 - Choose staff member with whom students can eat lunch or interact
 - Staff acknowledge a student and chooses an opportunity to connect with them
- Build more staff/family/community provider collaboration/celebration. (currently practiced but can be expanded)
 - Invite families to student luncheon/breakfast opportunities
- Consider additional supports for family/provider
- Individual student assessment for attendance growth plan (academic, behavioral, relational, attendance goal) (need not current practiced)
 - Personalized connection in small, ongoing spaces with each student, case manager, social emotional manager, para educator and one site leader with purpose of positively motivating each student (needs to be expanded)

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.

2.

- Instructional focus on learning at the depth and rigor of standards/learning targets through tasks at depth and rigor, criteria for success, student reflection (current practice)
- Consistent, data-driven Tier 2 and Tier 3 interventions using i-Ready diagnostics (needs to be strengthened)
Ensure interventions are systematically assigned, scheduled, and implemented based on diagnostic data in both ELA and Math.
- Structured progress monitoring cycles with clear instructional adjustments (need not fully practiced)
Implement 6–8 week data review cycles that require instructional teams to analyze progress and adjust interventions accordingly.

- Professional development focused on differentiation and scaffolding (needs to be expanded)
Provide targeted PD to support teachers in meeting the needs of students performing significantly below grade level.
- Increased instructional time through improved attendance supports (current practice but can be expanded)
Align attendance interventions with academic supports to maximize instructional access for students with chronic absenteeism.
- Targeted supports for English Learners (EL), Students with Disabilities (SWD), and historically low-performing students (needs to be expanded)
Increase specialized instructional supports, co-planning, and accommodations aligned to student-specific learning needs.
- Increased student engagement and ownership of learning (need not fully practiced)
Implement goal-setting, self-monitoring, and student-friendly criteria for success to help students track and take ownership of academic progress.

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.

3.

- Continued implementation of restorative practices and SEL curriculum (current practice)
Maintain restorative circles, reflection conversations, and SEL lessons as core components of the school culture.
- Implement schoolwide PBIS with strong Tier 1 supports (needs to be strengthened)
Establish clear, universal expectations, consistent routines, and explicit instruction in social-emotional skills across all settings.
- Develop Tier 2 targeted behavior supports (need not fully practiced)
Implement structured interventions such as check-in/check-out, small-group SEL supports, and targeted mentoring for students needing additional regulation and connection.
- Expand Tier 3 individualized behavior supports (needs to be expanded)
Utilize BIPs aligned with mental health supports, counseling services, and IEP goals to address intensive student needs.
- Professional development in trauma-informed and restorative practices (needs to be expanded)
Provide ongoing staff training in trauma-responsive strategies, de-escalation, and restorative responses to reduce reliance on punitive discipline.
- Expanded student leadership and engagement opportunities (need not fully practiced)
Create meaningful leadership roles such as student tour guides, peer mentors, and campus helpers to increase student ownership and belonging.
- Consistent behavior intervention monitoring (need not currently practiced)
Implement bi-weekly review of behavior regulation data, PBIS metrics, and IEP goals to inform instructional and behavioral decision-making.
- Integrated mental health collaboration (needs to be expanded)
Strengthen coordination between teachers, case managers, social-emotional staff, and mental health providers to ensure cohesive, student-centered supports.

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.

Improve Graduation Rate

Partially Implemented

Currently Fulton provides significant supports regarding credit recovery and credit options including targeted courses, strategic use of Edgenuity, Winter Session and ESY. Additionally, Fulton structures tiered supports for increasing attendance to keep students on track to graduate.

This year, Fulton continued to develop structures to ensure academic progress of students with intensive monitoring of grades, individualized support, and interventions to support students falling behind. Teachers monitor progress and coordinate support with the Social Emotional Paras. Instruction emphasized tasks at the depth and rigor of standards with supports that specifically target each students' academic growth opportunities. Teachers engaged training throughout the year to design lessons through a teacher clarity approach. Leadership collaborated directly with school counselor to develop student schedules and make necessary changes to support students in the proper courses. Actions taken to continue to strengthen graduation rates for current and future classes include:

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

Reading Intervention Program

Partially Implemented

Fulton partially implemented a Reading Intervention program this year and is looking to continue to strengthen this resource in support of student literacy achievement.

- Teacher utilizes Read 180 program for targeted reading intervention
 - Teacher engages in professional learning through HMH to support effective implementation with reflection
 - Opportunity to continue to increase use of program resources, training and feedback
- Have started work with para-educators to support literacy in each classroom including district-level and site level training around literacy concepts and use of Reading Progress

Improve Academic Performance by Improving Grades/GPA

Partially Implemented

Fulton partially implemented practices to decrease the percentage of Ds and Fs by the end of the 2025-2026 school year by 10%. To achieve this goal Fulton provided the following services and opportunities:

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

Develop a Career Readiness Program

Fully Implemented

Fulton fully implemented the goal of 100% of the students being exposed/participate in real -world learning experience.

Utilize district available career readiness programs, along with the Work Experience, Workability Program and Department of Rehabilitation (DOR) program to ensure success in the workplace environment. District workplace program.

- Minimum of one CTE course per week.
 - Explore careers.
 - Job readiness, resumes
 - Vision and goals
 - Certificates, i.e., ServSafe, Stop the Bleed, OSHA, First Aid
- Provide opportunities for students to attend CTE classes.
- Adult Living course
- Edgenuity Career and Real Living electives
- Vocational Speakers
- Community outing to various industries
- Civic-Engagement opportunities for students to positively impact their school and outside community

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

Fully Implemented

Fulton fully implemented the goal of engaging students in intentional Social Emotional supports with the goal of 100% of the students will have completed their IEP individualized Social Emotional/Behavior Goals.

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

- Students will demonstrate social/emotional progress by participating in a minimum of 4 local activities and1 long distance activity per year.
 - Multi-cultural events that connect family and community to school.
 - PBL events that connect community, family and school.
 - Student events that promote community, self-actualization, self -awareness and
 - School spirit committee to provide activities.
 - Weekly FUSD School Connect learning.
 - Positive Behavior Intervention Program with a store for points earned
 - 5 Star Behavior Program
 - Motivational and SEL speakers
 - Professional Deveopment for Staff
 - Community Outings and Field Trips
 - Build on community partners.
 - CCT
- Our site is proactive to create positive relationships to develop among staff, peers and community in a non-judgmental and bully free environment. It's reflexive with appropriate opportunities for social emotional improvement. The goal to have every student become a productive and stable citizen in society.

Student Engagement/Extra Curricular Activity

Partially Implemented

Fulton partially implemented the category of student engagement/extra curricular activity and is seeing significant decrease in suspension rate and positive increase in student engagement Culture Climate Survey results. Fulton will likely meet its end of the school year, 2025-2026 goal, Fulton School will improve student help decrease our suspension rate by 5%. The goal was accomplished by implementing the following activities, strategies and programs:

- Positive Incentive Behavior Program with utilizing the 5-Star
- Expand student store for the positive behavior points.
- Civic engagement opportunities for students
- School Connect Lessons with raffle or prizes for participation
- OWLS Guidelines in support of students developing future-ready traits

There is an opportunity to increase club activity within the structure of the school day.

Attendance

Fully Implemented

Fulton fully implemented approaches to support increasing student attendance and addressing chronic absentiism including the following strategic actions:

- Tiered supports for students coming to school based upon need
 - Tier 1
 - First Student for each student with the increase of the number of busses focused on transporting Fulton students to significantly lower the average number of minutes students are riding the bus from over 90 minutes for the longest ride previously to no longer than 45 minutes currently
 - Established ongoing communication with families including from routine OM comm, specific comm from SEL Managers, and support comm from site leadership
 - Explored health related concerns with feedback from nurse and district level to determine appropriate attendance coding and apply accurate attendance
 - Tier 2
 - Establish relationships with caregivers through group home and family visits to build trust on campus.
 - Donuts with families
 - Paint Night
 - Red Carpet opening
 - Tier 3
 - Exploring the barriers to attendance and increasing dialogue with families and caregivers based upon those barriers. Engaged in CFT and additional multi-educational partner teams designed to address students coming to school on time each day
 - Ongoing home visits for students experiencing chronic absenteeism
 - SEL Manager/Admin ongoing meeting with student and family to reduce levels of barriers preventing attendance and increase trust for families who may have historical lack of trust in the system
 - Connecting families with outside resources to support mental and behavioral health
- Point systems/incentives/break experiences/teacher-led supports/positive encouragement of reading and Barnes and Noble visit
- Developing of the OWLS Guidelines
- Teacher positive recognition in ATLAS and positive phone calls home
- Ongoing quarter recognitions based upon academic and attendance. (need not practiced)
- Build more staff/student relational opportunities such as OWLS of Distinction luncheon. (need not practiced)
- Build more staff/family/community provider collaboration/celebration. (currently practiced but can be expanded)
- Individual student assessment for attendance growth plan (academic, behavioral, relational, attendance goal) (need not current practiced)
 - Personalized connection in small, ongoing spaces with each student, case manager, social emotional manager, para educator and one site leader with purpose of positively motivating each student (needs to be expanded)
 - Individual student vision board concept to add or change over time
 - Consider students choosing their team after a time period in school (case manager, one para/CSA, one leader, one social emotional manager)
 - First meeting-student determines whether they want a team
 - Second meeting-student establishes goals and team determines
 - Monthly meeting
 - Create school team approach that includes both students and staff across 4-6 teams who compete in competitions throughout the year toward the Quidditch cup :)

Suspension Rate

Fully Implemented

Fulton fully implemented addressing suspension rates to address the goal of by the end of the 2025-2026 school year, Fulton will reduce their suspension rate by 5%. Actions to address this included:

- Restorative return practices
- Classroom circle professional development for staff
- Behavior Intervention Programs

◦ 5 Star Behavior Program

- Implementation of OWLS Guidelines in service of students developing future-ready traits
- SEL support/incentives
- Parent involvement - Coffee & Donuts or breakfast or lunch.
- MTSS
- Weekly SEL activities.

Staff recruitment and retention and diversity

Partially Implemented

Fulton partially implemented its focus on staff recruitment and retention with the goal of by the end of the school year, staff satisfaction will increase by 5% in the various categories of the Climate and Culture Categories. Fulton actions to address this goal include:

- All staff engages district provided Cultural Proficiency training
- Engage staff voice through Culture/Climate team, ILT, daily debrief, and collaboration with para-educators
- Provide more diversity in our teaching and staff force. Hire teachers and staff that prioritize and organize instruction, allocate time, and set high expectations for student achievement, with social emotional behavior as part of their daily activities
- Provide time for staff to attend professional development, including professional learning time for staff during our daily staff de-briefing, even if we have to do it in chunks
- Make sure staff is prepared for their positions, take a strong look at the district teacher and SE Para prep programs
- Create an environment of trust, respect, fair, caring, enthusiastic, dedication, reflective, caring, motivated and reflected
- Collaborate with staff to create a positive classroom environment, ensuring routines, procedures, and expectations
- Staff appreciation and celebrations throughout the year

Involving Families: A Relationship-Centered Approach

Fully Implemented

By the end of 2025-2026 school year, we will increase opportunities for family engagement at a minimum of one activity per month. Activities will include the following:

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

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.

Improve Graduation Rate

Partially Effective

Fulton School provided a college/career focused environment for students during the 2025-26 academic year. This has led to an increase in student engagement and student wellness positive response rate on the student Culture Climate Survey and has supported students staying on track to graduate. Fulton was partially effective in its implementation due to growth opportunity in maintaining the necessary supports for each student, aligning future readiness and program adjustments to ensure future-readiness and success to meet significant graduation rate increase goals.

Reading Intervention Program

Partially Effective

To accelerate reading achievement, students who are associated at 2 or more grade levels below in iReady will continue to engage in research-based intervention programs that focus on fluency, phonics, comprehension, and vocabulary development via the Read 180 program, based on specific need. While the program is being utilized with effective results this year, to increase effectiveness there is an opportunity to extend training for teachers, including our incoming 7th/8th grade teacher as well as provide ongoing progress monitoring, support and coaching.

Improve Academic Performance by Improving Grades/GPA

Partially Effective

Fulton has focused on instructional and student supports as well as family communication throughout this year to continue to decrease Ds and Fs. Instructional focus has included clarity and task alignment to standards with strong para-educator support for student learning. There is growth opportunity to include quarterly incentives for students and continuously improving monitoring and communication to increase effectiveness.

Develop a Career Readiness Program

Effective

This year, 100% of students have participated in/or engaged real-world learning experiences as defined through our work-based learning platforms. Students have engaged in work-related field trips, ongoing access to and completion of future-ready certifications such as CPR, Stop the Bleed and ServSafe training, vocational speakers connected to careers of interest such as published author, attorney, cosmetology recruiter, and law enforcement guest speakers. Additionally, several students engaged in Civic-based project learning opportunities throughout the year. Fulton looks to continue this successful implementation into 2026-27.

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

Effective

The Fulton staff have fully implemented social emotional learning and supports for students at Fulton. Through our OWLS Guidelines of Optimistic, Wise, Learning and Successful, students continue to develop and display traits that promote community, develop self-actualization and self-awareness. Additionally, Fulton provides access to a calming center on campus when needed, and students have weekly therapeutic supports with the ability to receive additional support when needed. Fulton as also implemented our social emotional learning lessons aligned to our guidelines and our district portrait of a learner. As a result of this implementation, students positive rating on our Culture Climate survey increased in four out of 5 categories from Fall to Spring with three categories, Social-Emotional Learning, Student Wellness, and Health and Wellness Guardrail positively rated between 97% and 100%.

Student Engagement/Extra Curricular Activity

Effective

Fulton has seen a significant increase in student participation in field trip, work-based experiences, and guest speakers and a decrease in suspension rate of over 5% as a result of several key implementations including:

- Positive Incentive Behavior Program with utilizing the 5-star Program aligned with our OWLS Guidelines
- Expand student store for the positive behavior points
- Expansion of field trips, guest speakers, and work-based experiences
- Students engaging in civic-related projects that have positive impact on young people outside of the Fulton
- School Connect Lessons with continually increasing student participation.

Fulton looks forward to continued and expanded implementation.

Attendance

Partially Effective

Fulton has continued to refine its implementation of a tiered system of supports to improve attendance. There is opportunity to build from the strengths of this year and continue to update attendance practices in Tier 2 and Tier 3.

Suspension Rate

Effective

Fulton has seen a decrease in suspension rate by over the 5% goal as a result of effective implementation of several practices including:

- Restorative return practices
- Classroom circle professional development for staff
- Behavior Intervention Programs
- 5 Star Behavior Program in alignment with OWLS Guidelines
- SEL support/incentives
- Parent involvement
- Weekly SEL activities

Staff recruitment and retention and diversity

Partially Effective

Fulton continues to build from strengths with over 90% positive staff ratings in Family Engagement, Staff Wellness, Student Engagement and Student Wellness. Staff implemented staff appreciation and celebrations, supportive professional learning, daily debriefing and collective decision making. There is growth opportunity to continue implementation of effective teams to ensure staff voice are incorporated throughout processes and to continue to develop a trusting, respectful, fair and caring staff environment in support of positive staff culture.

Involving Families: A Relationship-Centered Approach

Effective

Fulton develops effective relationships and partnerships with families as evidence by a 100% positive response across all areas on our family Culture Climate form. Fulton is able to develop these relationships through daily open communication, engaging events such as Open House and Family Nights, initial orientations when students start attending Fulton, daily communication with each family/STRP, supportive IEP meetings, student return wellness checks, and Case Manager/Family engagement.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made next school year.

- Fulton will continue several effective practices as outlined through this investigation. Significant changes include:
- Tiered system of supports for students coming to school based upon need
 - Point systems/incentives/break experiences/teacher-led supports and quarterly positive encouragement and recognition of student-achievement/growth
 - Finalizing implementation of the OWLS Guidelines to continue to positively recognize student display of SEL and future-ready skills and traits
 - Teacher positive recognition in ATLAS and positive phone calls home
 - Progress monitoring of Reading Intervention program in service of student literacy growth and achievement

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

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



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

Improve Academic Performance by Improving Grades/GPA

Action Details

College & Career Readiness

By the end of the 2026–2027 school year, Fulton will:

- Increase percent of students meeting stretch growth in ELA from 55% to 70%
- Increase percent of students meeting stretch growth in Math from 11% to 30%
- Increase each student improvement in ELA and Math Distance from Standard by 15 points compared to their 8th grade CAASPP assessment
- Decrease the percentage of students with at least one D or F by 30%
- Reduce Chronic Absenteeism starting when students arrive to Fulton by ensuring 60% of students attend 85% or higher
- Increase College & Career Indicator from district target of 50%, growing toward 64% by 2030
- Increase number of student engagements in work-related experiences by 10%

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):

Direct Instructional Services (MTSS Framework)

Tier 1 (Universal)

- Standards-aligned tasks at depth of rigor
- Clear success criteria utilized and referenced
- Structured student discourse (sentence frames, modeling)
- Attendance messaging tied to academic growth

Tier 2 (Targeted)

- Small group math and literacy intervention
- IAB re-teach cycles

- Credit-deficiency monitoring
- EL designated ELD instruction

Tier 3 (Intensive)

- Individualized intervention plans
- Counselor and case manager support
- Alternative pacing and credit recover
- IEP-based academic alignment

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.

Based on CA Dashboard, English Learners are identified in red in:

- ELA Academic Indicator
- Math Academic Indicator
- Chronic Absenteeism (if applicable per updated data)

Student Groups

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

• . Title I Planned Expenses (EL Support)

- Leveled ELD texts and bilingual instructional materials
- Vocabulary development tools and academic language supports
- Graphic organizers aligned to CER writing
- Supplemental reading intervention materials
- Parent communication materials (translated)
- Professional development in integrated and designated ELD strategies

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

• **7090/7091 Planned Expenses**

- Adaptive language learning licenses (e.g., Lexia, Imagine Learning)
- Digital bilingual resources aligned to CA standards
- ELPAC-aligned formative assessment tools
- Teacher training in SIOP/GLAD strategies
- Translation services and bilingual communication platforms

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

Site-Based Planned Actions for EL Students

- Baseline and ongoing ELPAC progress monitoring
- Designated + integrated ELD in all core classes
- CER scaffolds and academic sentence frames
- Targeted small-group re-teach cycles based on IAB results
- EL-focused PLC data review
- Family workshops in home language
- Collaboration with district EL specialists

Family Engagement

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

Family Engagement (2026–2027)

- ATLAS parent training nights
- Six-week academic progress meetings
- Chronic absenteeism intervention conferences
- Graduation/credit recovery family meetings
- Bilingual communication systems
- College & Career informational workshops

Professional Learning

Describe Professional Learning related to this action.

Professional Learning (2026–2027)

- Data-driven decision-making cycles
- Student discourse strategies
- Standards-based grading alignment
- Math coherence and reasoning practices
- Integrated ELD instructional strategies
- MTSS implementation fidelity

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.

We expect to see:

- Increased teacher use of success criteria to 80% of observed lessons by December of 2026
- Increased application of classroom circle in support of student discourse
- Each unit in Math and Science incorporates a standards and scope and sequence aligned VR Prisms student experience
- 80% of classroom observations reflect application of teacher clarity practices
- Teachers implement at least one FIAB by end of quarter 1 and provide feedback to admin regarding existing barriers and supports needed

Measured by:

ILT reviews, classroom observation tool, iReady reports, gradebook audits

Monitored by: Principal, ILT, Counselor

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

We want to see:

- Improved FIAB performance in priority standards
- Math stretch growth increase to 30% of students meeting from D1 to D2
- ELA stretch growth increases to 70% of students meeting from D1 to D2
- EL students showing measurable ELPAC growth
- Chronic absenteeism trending downward by Spring review

Measured by: FIAB data, iReady D1 to D2 comparison, ELPAC progress, attendance dashboard

Monitored by: ILT, Admin team, Counselor

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We hope to see:

- 15-point DFS improvement in ELA and Math when comparing student performance from 8th grade to 11th grade
- Math stretch growth increase to 30% of students meeting from D1 to D3
- ELA stretch growth increases to 70% of students meeting from D1 to D3
- Reduction in achievement gaps for EL and SWD
- Increased CCI toward 50% district target
- Sustainable reduction in failure rates

Measured by: CAASPP, Dashboard indicators, graduation data, iReady

Monitored by: Site administration, District accountability office

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

Reading Intervention Program

Action Details

Literacy Intervention

Year 2 of implementation will focus on deepening fidelity, progress monitoring precision, and accelerating growth for students significantly below grade level.

By the end of the 2026–2027 school year:

- Increase students who take both D1 and D2 or D1 and D3 meeting their stretch growth from 55% to 70%
- Reduce D/F rates in literacy courses (ELA, Science, H/SS) by 20%

While 90% of students enroll below grade level, Year 2 shifts from implementation to acceleration and measurable CAASPP impact.

Year 2 Refinements & Improvements

In Year 1, Fulton implemented structured reading intervention programs. In Year 2, the focus will be:

- Stronger alignment between intervention work and SBAC targets (Reading Reasoning & Evidence, Writing Brief Texts)
- Tighter progress monitoring cycles (6-week data reviews)
- Increased integration of CER writing within reading intervention
- Improved attendance alignment for intervention consistency
- Expanded student goal-setting and reflection
- Application of Reading Progress digital tool as a supplemental resource in service of multi-syllabic word fluency and comprehension

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):

Data-Driven Assessment & Placement

MTSS Alignment (Year 2)

Tier 1

- School-wide literacy focus
- CER writing across content
- Academic vocabulary emphasis

Tier 2

- Targeted small group reading intervention
- IAB-aligned re-teach cycles

Tier 3

- Individualized reading plans
- One-on-one support
- Attendance-linked intervention 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.

English Learners continue to perform lowest in:

- ELA Academic Indicator
- Math Academic Indicator (if applicable)
- Chronic Absenteeism (if applicable)

Student Groups

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

• Title I Planned Expenses

- Bilingual leveled texts
- Academic vocabulary toolkits
- Graphic organizers aligned to CER
- Supplemental ELD reading materials
- Translation materials for families
- PD for integrated/designated ELD strategies

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

• **7090/7091 Funds**

- Adaptive language development platforms
- ELPAC-aligned progress tools
- Digital bilingual resources
- SIOP/GLAD professional development
- Bilingual communication systems

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

Site-Based EL Actions (Year 2 Enhancement)

- Designated + Integrated ELD aligned to reading intervention
- Academic language sentence frames embedded in reading tasks
- EL data review embedded in PLC cycles
- Lexile growth monitoring specific to EL subgroup
- Family workshops focused on literacy at home
- Collaboration with district EL specialists

Student Groups – Continued Support

Title I

- Read 180 subscriptions
- Leveled literacy materials
- Vocabulary development tools
- EL formative assessment tools
- Translation services

7090/7091

- Adaptive language learning licenses
- Bilingual literacy resources
- Assessment tools (ELPAC support)
- Professional development in EL instructional strategies

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

Family Engagement (Year 2 Focus)

- Literacy family nights
- ATLAS grade monitoring workshops
- Six-week academic review meetings
- Bilingual communication
- Student goal-setting conferences
- Attendance-literacy connection messaging

Professional Learning

Describe Professional Learning related to this action.

Professional Learning (Year 2 Focus)

- Data-driven literacy acceleration
- CER writing within reading
- Academic discourse strategies
- Standards-aligned task design
- EL instructional strategies
- Progress monitoring calibration sessions

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning)
Expect to see

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

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

We expect to see:

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

Shape these behaviors...

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

We want to see:

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We hope to see:

- Applied practice of 6-week cycles in intervention class
- Establish baseline fluency and student goal setting practices by October 2026 to increase reading fluency
- Increased student engagement in reading sessions
- Teachers across literacy subjects consistently using reading data to group students
- Para staff support effective literacy practices in literacy courses (ELA, Science, H/SS) in 70% of observations by December 2026

Measured by:
Classroom observation, Lexile tracking, intervention dashboards

Monitored by: teachers, ILT, Administration

- Increase percent of students who take both D1 and D2 meeting their literacy stretch growth from 55% to 70%
- Reduce number of students with D/F by 20% by end of December
- EL subgroup demonstrating measurable ELPAC growth

Measured by:
iReady D1–D2 comparison, grade distribution reports, ELPAC results

Monitored by: ILT, Leadership team, Administration

- Increase students who take both D1 and D3 meeting their stretch growth to 70%
- Reduce D/F rates in literacy courses (ELA, Science, H/SS) by 20%
- Narrowed achievement gap for EL and at-risk students
- Sustainable literacy improvement across content areas

Measured by:
D1-D3 comparison, Dashboard indicators, graduation readiness metrics

Monitored by: Site administration and district accountability

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

Improve Graduation Rate

Action Details

College & Career Readiness

By the end of the 2026–2027 school year, Fulton Secondary will:

- Maintain or increase the graduation rate by **10%**
- Reduce the number of students off-track for graduation by **10%**
- Increase 11th–12th grade credit completion rates each semester
- Close graduation gaps for English Learners, Students with Disabilities, and credit-deficient students
- Increase completion of CTE pathways and alternative diploma options

This will be accomplished through:

- Early identification of credit deficiencies
- Bi-weekly grade and credit audits
- Structured academic monitoring systems
- Individualized graduation plans
- Tiered academic and SEL supports
- Alignment between attendance, credit recovery, and graduation readiness

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):

MTSS for Graduation Readiness

Tier 1 – Universal

- Standards-aligned instruction
- Classroom differentiation
- Graduation awareness messaging
- Transcript reviews with all juniors and seniors

Tier 2 – Targeted

Students with 1–3 course failures:

- Mandatory tutoring sessions
- Small-group intervention
- Credit recovery enrollment
- Academic contracts
- Parent conferences

Tier 3 – Intensive

Students 10+ credits behind or at risk of non-completion:

- Individualized graduation plan
- Weekly counselor check-ins
- Credit acceleration scheduling
- One-on-one academic intervention
- Case management with SEL support

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.

English Learners performing lowest in:

- Graduation Rate (if applicable)
- ELA Academic Indicator
- College/Career Indicator (if applicable)

Student Groups

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

- **Title I Planned Expenses**
 - Bilingual instructional materials
 - EL-focused reading intervention programs
 - Culturally relevant texts
 - Translation services for graduation conferences

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

• **7090/7091 Planned Expenses**

- Specialized EL curriculum
- Adaptive language learning platforms (Lexia, Imagine Learning, etc.)
- EL progress monitoring tools
- Bilingual communication resources

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

Site-Based EL Actions

- ELPAC data review during PLCs
- Targeted designated ELD support
- Small-group language intervention
- Graduation pathway counseling for LTEL and newcomer students
- Parent workshops on graduation requirements
- Integration of EL supports into credit recovery plans

Family Engagement

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

Family Engagement (Graduation-Focused)

- Graduation requirement workshops (bilingual)
- Transcript review nights
- FAFSA & post-secondary planning support
- Credit recovery parent notifications
- Quarterly progress update meetings
- Community college transition workshops

Professional Learning

Describe Professional Learning related to this action.

Professional Learning

- Data-driven grade monitoring systems
- Graduation requirement training
- ELD instructional strategies (SIOP, GLAD)
- Trauma-informed academic intervention
- Effective credit recovery implementation
- MTSS alignment for graduation acceleration

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

- We expect to see:
 - 100% of juniors/seniors articulate graduation plan/portfolio by December 2026
 - 100% of students in intervention show improved reading fluency in intervention groups
 - 100% of staff support students with grade progress monitoring
 - Accurate transcript audits completed each quarter

Measured by:

- ATLAS credit audits
- STAR Reading growth
- Intervention attendance logs

Monitored by:

Counselor, ILT, and Site Administration

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.

We hope to see:

- 10% increase in graduation rate
- Decrease the percentage of students with at least one D or F by 30% by June 2027 in comparison to 2025-26
- Reduced subgroup graduation gaps
- Increased CTE pathway completion
- Increased post-secondary enrollment or workforce placement
- Sustainable reduction in credit-deficient students

Measured by:

- Graduation cohort reports
- College & Career Indicator data
- CA Dashboard outcomes

Monitored by:

Site Administration & District Accountability

- We want to see:

- Decrease percentage of students with two or more Ds and Fs by 30% by end of first semester in comparison to 2025-26
- Increased credit completion per semester
- EL students progressing in both language proficiency and course completion
- Fewer students identified as off-track

Measured by:

- Semester transcript reviews
- EL progress reports
- Credit recovery completion rates

Monitored by:

Counselor, Teachers, Graduation Team

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

Develop a Career Readiness Program

Action Details

College & Career Readiness

By the end of the 2026–2027 school year, Fulton will:

- Ensure 100% of students participate in at least one real-world learning experience
- Increase the number of work-related experiences by 10%
- Increase the percentage of students completing a CTE pathway
- Increase the number of students earning industry-recognized certifications
- Increase Work Experience/Workability placements
- Improve College & Career Indicator (CCI) readiness data

This will be accomplished through structured CTE exposure, certification pathways, work-based learning, and career-aligned academic planning.

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):

MTSS Framework for Career Readiness

Tier 1 – Universal Career Exposure

- Weekly CTE course access
- Career speakers
- Industry visits
- Resume instruction for all students
- Career interest inventory completion

Tier 2 – Targeted Career Coaching

Students needing additional support:

- Small-group job readiness workshops
- Resume revision labs

- Interview practice sessions
- Career pathway planning meetings
- Additional certification prep

Tier 3 – Intensive Transition Support

Students with high transition needs:

- One-on-one career counseling
- Individualized work-based learning plans
- DOR partnership support
- Supported employment placements
- Intensive post-secondary planning

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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.

English Learners performing lowest in:

- College & Career Indicator
- ELA Indicator (if applicable)
- Graduation Rate (if applicable)

Student Groups

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

- **Title I Planned Expenses**
 - Bilingual career exploration materials
 - Language-supported certification prep materials
 - Culturally relevant career curriculum
 - Translation services for transition meetings

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

7090/7091 Planned Expenses

- Adaptive language learning platforms
- Bilingual CTE instructional materials
- Career vocabulary supports
- EL-aligned digital career readiness tools

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

Site-Based Actions for EL Career Readiness

- Deliver career materials in home language when needed
- Provide translators at career planning meetings
- Scaffold certification preparation with language supports
- Provide small-group resume workshops for EL students
- Integrate ELD strategies into CTE instruction
- Monitor EL participation in internships and certifications
- Provide bilingual family workshops on workforce pathways

Student Groups – Targeted Support

Title I

- Leveled career-readiness texts
- Graphic organizers & vocabulary supports
- Career-focused language development materials
- EL progress monitoring tools
- Bilingual family engagement materials

7090/7091

- Bilingual literacy and career curriculum
- Adaptive career learning software
- Professional development in EL-aligned CTE instruction

Translation and digital communication platforms

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

Family Engagement (Career-Focused)

- Career pathway information nights
- FAFSA & financial aid workshops
- Bilingual post-secondary planning meetings
- Industry partner meet-and-greet events
- Career fair participation
- Family workshops on certification pathways

Professional Learning

Describe Professional Learning related to this action.

Staff will receive training on:

- Integrating career standards into academic instruction
- Embedding employability skills across subjects
- Supporting EL students in certification preparation
- Transition planning for students with disabilities
- Work-based learning compliance and documentation
- Using CCI data to guide instruction

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.

We expect to see:

Medium-Term (Change in Behavior or

Performance)

Want to see

Shape these behaviors...

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

We want to see:

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We hope to see:

- Increased student awareness of career pathways
- Completion of career interest inventories
- All students complete a resume draft by end of first semester for authentic review/feedback
- Increased engagement in CTE courses

Measured by:

- Career portfolio checks
- Resume completion logs
- CTE enrollment data

Monitored by:

CTE Teacher & Counselor

- Increased certification attainment by December 2026
- 100% of students show improved interview skills by December 2026
- Increased participation in internships
- Increased CTE pathway completion

Measured by:

- CTE semester review
- Certification exam pass rates
- Work-based learning hours
- CTE completion reports

Monitored by:

CTE, Administration & Career Team

- Ensure 100% of students participate in at least one real-world learning experience
- Increase the number of work-related experiences by 10%
- Increased College & Career Indicator (CCI) readiness
- Increased employment, vocational placement, or college enrollment
- Sustainable career pathway systems embedded into school culture

Measured by:

- CCI data
- Post-secondary placement tracking
- Certification records
- Graduation follow-up surveys

Monitored by:

Site Administration & District Accountability

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Mat & Supp			: Materials & Supplies *No Food or Incentives*	361.00
G1A2	Sup & Conc	Separate Classes: Special Educat	Bks & Ref			: Read 180	2,000.00
G1A4	Sup & Conc	Separate Classes: Special Educat	Teacher-Supp			Teacher Supplemental **Budget lines for personnel include salaries and related benefits	1,103.00

\$3,464.00

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

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

Action Details

Health & Wellness

By the end of the 2026–2027 school year, Fulton will:

- Ensure 100% of students demonstrate measurable progress toward IEP Social/Emotional/Behavior Goals
- Decrease out of class time as determined by the dysregulation form by 15%
- Increase student relational culture climate goal to 90%
- 100% of students in 11th and 12th grade prepare for successful reintegration to a comprehensive campus or transition to workforce/college postsecondary setting through pathway portfolio

Students will:

- Participate in a minimum of 4 local community-based activities
- Participate in 1 distance or extended learning activity
- Engage in multicultural and civic engagement events that connect school, family, and community

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):

MTSS Framework for SEL & Climate

Tier 1 – Universal

- Weekly SEL curriculum
- PBIS reinforcement
- Schoolwide expectations
- Community-building activities
- Multicultural inclusion events

Goal: Strengthen belonging and prevent crisis behaviors.

Tier 2 – Targeted

Students demonstrating emerging needs:

- Small-group SEL sessions
- Social skills coaching
- Peer mentorship programs
- Check-In/Check-Out system
- Targeted coping strategy instruction

Goal: Prevent escalation and improve emotional regulation.

Tier 3 – Intensive

Students with significant behavioral goals:

- Individualized SEL plans aligned to IEP
- One-on-one therapy
- Behavior Intervention Plans (BIPs)
- Crisis response planning
- Wraparound services
- Family collaboration meetings

Goal: Demonstrate measurable SEL growth and readiness for reintegration.

Reintegration Readiness Framework

Students preparing for transition will demonstrate:

- Improved self-regulation
- Reduced crisis incidents
- Completion of SEL growth benchmarks
- Participation in community-based activities
- Documented behavioral progress over 2+ grading periods

Reintegration readiness reviewed quarterly.

Materials & Resources Required

- SEL curriculum materials (School Connect, mindfulness guides)
- Reflection journals
- Restorative circle materials
- 5-Star tracking tools & incentives
- Technology for digital SEL platforms
- Transportation for community outings
- Guest speaker stipends
- Translation services

English Learner Students

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

English Learners performing lowest in:

- ELA Indicator
- Graduation Rate (if applicable)
- Suspension Rate (if applicable)

Student Groups

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

- Multicultural events
- Bilingual SEL materials
- Culturally responsive resources
- Translation services for IEP & SEL meetings

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

- EL-aligned digital SEL tools
- Bilingual club programming
- Multicultural engagement events
- Adaptive language-learning SEL resources

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

- SEL materials delivered in home language when needed
- Translators at IEP and family meetings
- Scaffolded SEL instruction with visuals & sentence stems
- Small-group SEL for EL students
- Peer mentorship programs
- Culturally responsive restorative practices

- Family workshops in multiple languages
- Community-based mental health partnerships
- Monitoring EL participation in 5-Star program

Family Engagement

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

Family Engagement (SEL-Focused)

- Multilingual family SEL workshops
- Parent training on coping strategies
- Reintegration planning meetings
- Multicultural family events
- Student-led SEL showcase nights
- Regular progress updates tied to IEP goals

Community partner collaboration events

Professional Learning

Describe Professional Learning related to this action.

Professional Learning

Staff will receive training in:

- Trauma-informed instruction
- Restorative practices
- De-escalation strategies
- Culturally responsive SEL instruction
- Implicit bias & equitable climate practices
- IEP-aligned SEL goal writing & monitoring
- Crisis response and therapeutic classroom strategies

New for 2026–2027:

- Semester climate data review sessions
- SEL fidelity walkthrough tools

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

☒ Moderate Evidence

☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see: • Align weekly debrief/buyback training to focus on student progress toward SEL IEP goal by October 2026 • Increased student participation in SEL lessons • Improved understanding of coping strategies • 100% of students complete SEL reflection activities post SEL lessons • 100% of staff engage students in SEL aligned lessons by October 2026 Measured by: • SEL lesson logs • Reflection journals • Behavior data trends • SEL lesson observations Monitored by: SEL Managers, Case Managers and CCT Team	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We want to see: • 100% of students demonstrate measurable progress toward IEP Social/Emotional/Behavior Goals by February 2027 • Level 2 and Level 3 referrals decrease by 20% by December 2026 in comparison to 2025 first semester • Decrease in time out of class by 10% by December 2026 in comparison to 2025 reflecting improved student regulation skills • 100% of students with documented IEP SEL progress by December 2026 Measured by: • Referral & suspension data • IEP progress reports • Climate survey mid-year results Monitored by: Administration, Case Managers & CCT	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We hope to see: • 100% meet their IEP Social/Emotional/Behavior Goals • Decrease out of class time as determined by the dysregulation form by 15% • Increase student relational culture climate goal to 90% • 100% of students in 11th and 12th grade prepare for successful reintegration to a comprehensive campus or transition to workforce/college postsecondary setting through pathway portfolio • Improved graduation and attendance outcomes tied to SEL growth • Students demonstrating resilience, coping skills, and self-advocacy Measured by: • IEP annual reviews • Climate survey results • Reintegration tracking data • CA Dashboard indicators (attendance, suspension, graduation) Monitored by: Site Administration & District Accountability

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

Student Engagement/Extra Curricular Activity

Action Details

Life Skills

By the end of the 2026–2027 school year, Fulton School will reduce the overall suspension rate to below 10% as measured by CALPADS and site discipline data.

This goal will be accomplished through the implementation of structured engagement strategies, positive behavior systems, and expanded student incentive programs designed to increase student connection, motivation, and pro-social behavior.

Key Strategies:

- Strengthen and expand the OWLS Guidelines and 5-Star PBIS Program
- Expand and enhance the Student Store incentive system
- Increase access to Civic Engagement project experiences
- Implement School Connect SEL lessons with structured participation incentives

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):

Multi-Tiered System of Supports (MTSS)

Tier 1 – Universal Support

- School-wide PBIS implementation
- Weekly SEL instruction
- Restorative practices embedded into discipline procedures
- Positive reinforcement systems accessible to all students

Tier 2 – Targeted Support

- Small-group social skills instruction
- Mentoring services supporting student engagement in school activities and school attendance
- Check-in/Check-out systems
- Targeted behavior contracts

Tier 3 – Intensive Support

- Individualized Behavior Intervention Plans (BIPs)
- One-on-one counseling and behavior coaching
- CCT review and progress monitoring

Required Materials & Supplies

- 5-Star PBIS tracking system and materials
- Student Store inventory and incentives
- Civic-Engagement/Project-Based Learning supplies and instructional materials
- School Connect curriculum and incentive supplies
- Data tracking tools for behavior monitoring

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.

English Learners are performing at the lowest level in:

- Academic Achievement (ELA and/or Math)
- English Language Progress (as identified on the CA Dashboard)

Student Groups

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

• Title I Funds – Planned Expenses

- Multicultural events that increase engagement and belonging
- Leveled texts aligned to content and ELD standards
- Visual supports, graphic organizers, and vocabulary development tools
- Supplemental ELD curriculum resources
- Assessment tools (ELPAC-aligned materials)
- Translation services and bilingual family communication materials

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

7090/7091 Funds – Planned Expenses

- Bilingual and leveled literacy materials
- Adaptive language learning platforms
- Professional development in SIOP, GLAD, and ELD strategies
- Formative language assessment tools
- Materials for culturally responsive engagement activities

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

- **Site-Based Actions to Support EL Students**
 - Scaffolded SEL instruction with visuals and sentence frames
 - Small-group SEL support incorporating language objectives
 - Bilingual communication for all family engagement events
 - Culturally responsive student events
 - Translation and interpretation services for IEPs and conferences
 - Participation in PBIS with accessible expectations and language supports

Family Engagement

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

- Family information nights explaining PBIS and incentive systems
- Multicultural events celebrating student diversity
- Parent workshops on behavior support and SEL strategies
- Bilingual newsletters and communication
- Opportunities for families to contribute to student recognition events

Professional Learning

Describe Professional Learning related to this action.

- PBIS implementation fidelity training
- Restorative practices training
- Trauma-informed instructional strategies

- Culturally responsive teaching practices
- Strategies for increasing student engagement in alternative education settings
- MTSS data review and intervention planning

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

• We expect to see:

- 100% of students engaging in 5-Star Program earning points aligned to OWLS Guidelines Increased participation in the 5-Star Program
- 100% of school connect lessons aligned to OWLS Guidelines by October 2026
- Reduction in minor behavioral infractions
- Students regularly reflect upon their growth aligned to OWLS Guidelines

Measurement & Monitoring:

- Monthly PBIS data review
- Student participation logs
- Behavior referral data
- School Connect lesson observation
- CCT and administrative monitoring

Monitoring:

CCT and Site Admin 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.

We want to see:

- Measurable decline in suspension rates compared to prior semester
- 20% reduction in level 2 and level 3 behaviors in by December 2026 in comparison to 2025
- Student relation Culture Climate indicator improves to over 90% positive by October 2026

Measurement & Monitoring:

- Suspension and referral comparison reports (semester-to-semester)
- Teacher behavior reports
- Student surveys on engagement and school climate
- Administrative data reviews
- CCT Data

Monitoring:

CCT and Site Admin 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.

We hope to see:

- Sustained suspension reduction to below 10%
- Student relation Culture Climate indicator improves to over 90% positive by March 2027
- Established culture of positive behavior
- Increased instructional time due to fewer removals
- Improved academic performance
- Students successfully reintegrating into comprehensive campuses with improved behavioral stability

Measurement & Monitoring:

- Annual suspension data analysis
- CA Dashboard indicators
- Reintegration success tracking
- Academic performance data

Monitoring:

CCT and Site Admin Team

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

Attendance

Action Details

College & Career Readiness

By the end of the 2026–2027 school year, Fulton will:

- Decrease Chronic Absenteeism by an additional **10%**
- Increase Average Daily Attendance by **5%**
- Reduce students missing 10%+ of instructional days once starting at Fulton by 30%
- Increase attendance rates among EL, SWD, and credit-deficient students
- Improve correlation between attendance and ELA/Math iReady stretch growth outcomes

Year 2 shifts from broad awareness to **precision targeting of high-risk students and subgroup gaps**.

Strategic Shift: From Incentives to Targeted Impact

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 – Universal Prevention

- Schoolwide attendance campaign tied to academic success (“Attendance = Graduation”)
- Daily staff greeting systems
- Daily family connection with Office Manager
- Teachers reinforcing attendance-to-learning connection
- Classroom competitions linked to academic benchmarks
- Monthly attendance dashboard shared with staff
- Student daily recognition system and quarterly growth and achievement recognition

Expected Outcome: Maintain or improve students with satisfactory attendance.

Tier 2 – Targeted Intervention

Students missing 10-20% of days:

- Assigned Check-In/Check-Out mentor
- Attendance improvement contracts
- Bi-weekly attendance review meetings
- Family phone conferences within 48 hours of 3rd absence
- Academic recovery plan tied to missed assignments.

Tier 3 – Intensive Case Management

Students missing 20%+ of instructional days:

- Home visits within 5 consecutive absences
- Supportive Mentorship Program
- Individualized attendance action plan
- SEL Manager/Admin and case manager assignment
- Community agency referrals
- Academic credit recovery alignment
- Weekly attendance monitoring

Required Materials & Supplies

- Incentives (food, certificates, gift cards)
- Attendance tracking software
- Communication tools (bilingual letters, texts)
- Transportation assistance supports

Case management documentation system

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.

English Learners identified in red for:

- ELA Academic Indicator
- Chronic Absenteeism (if applicable)

Student Groups

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

- **Title I Planned Expenses**
 - Multicultural engagement events
 - Bilingual outreach materials
 - Family literacy-attendance workshops
 - Translation services for attendance conferences

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

- **7090/7091 Funds**
 - Bilingual attendance communication systems
 - Cultural engagement events

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

- Site-Based Actions for EL Attendance**
- Bilingual home visits
 - EL attendance data reviewed in PLC
 - Attendance monitoring aligned with ELPAC progress
 - Peer mentorship for newcomer students
 - Family workshops explaining attendance laws and graduation impact

Family Engagement

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

- Family Engagement (Results-Oriented)**
- Attendance data shared at family meetings
 - Six-week attendance + grade conferences
 - Graduation impact workshops
 - Parent attendance pledge program
 - Monthly bilingual updates

Professional Learning

Describe Professional Learning related to this action.

Professional Learning

- Attendance data analysis training
- Restorative practices for re-engagement
- Trauma-informed attendance support
- Attendance and academic correlation training
- MTSS implementation for attendance

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning)
Expect to see

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

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

We expect to see:

- Tiered system monitoring in place by October 2026
- Student daily and quarterly recognition system applied by October 2026
- Improved family awareness of attendance policies
- Staff maintains consistency in attendance follow-up
- Attendance team defined and monitoring alongside CCT by October 2026

Measured by:
Survey data, attendance logs, MTSS documentation ATLAS

Monitored by: CCT, Counselor & Admin

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

Shape these behaviors...

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

We want to see:

- Reduction in unexcused absences by 10% by December of 2026
- Decrease in students moving from Tier 1 to Tier 2
- Reduce students missing 10%+ of instructional days once starting at Fulton by 20% by December 2026
- Increased participation in school activities
- Reduction in subgroup attendance gaps

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We hope to see:

- Decrease Chronic Absenteeism by an additional **10%**
- Increase Average Daily Attendance by **5%**
- Reduce students missing 10%+ of instructional days once starting at Fulton by 30%
- Improved ELA and Math DFS tied to improved attendance
- Increased graduation rate and CCI progress

Measured by:
CA Dashboard indicators
CAASPP growth
Graduation reports

Monitored by: Site Admin & District Accountability

Measured by:

Monthly chronic absentee report
Six-week attendance comparisons

Monitored by: CCT & Attendance Team

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

Suspension Rate

Action Details

College & Career Readiness

By the end of the 2026–2027 school year, Fulton will:

- Reduce overall suspension rate to under 10%
- Reduce repeat suspensions by 10%
- Decrease suspension disproportionality among English Learners and other identified subgroups
- Increase use of restorative alternatives to suspension
- Improve school climate survey results related to peer connection to over 85%

This will be accomplished through:

- Early identification of behavior patterns
- Mandatory restorative re-entry processes
- Tiered behavioral interventions aligned with MTSS
- Staff accountability for equitable discipline practices
- Family partnership in behavior intervention plans

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):

MTSS Framework for Behavior

Tier 1 – Universal Supports

- Clear schoolwide behavior expectations
- Weekly SEL lessons embedded into instruction
- PBIS reinforcement strategies
- Positive behavior recognition
- Monthly behavior data review

Goal: Prevent first-time referrals.

Tier 2 – Targeted Supports

For students with 2+ referrals:

- Small-group SEL intervention
- Check-In/Check-Out mentoring
- Behavior contracts
- Parent conference after second referral
- Targeted skill-building sessions (conflict resolution, emotional regulation)

Goal: Prevent escalation to suspension.

Tier 3 – Intensive Supports

For students with repeat or serious incidents:

- Individual Behavior Intervention Plan (BIP)
- Functional Behavior Assessment (when needed)
- Weekly counselor or behavior coach check-ins
- Wraparound services
- Community agency referrals
- Intensive family partnership meetings

Goal: Reduce repeat suspensions by 10%.

Required Materials & Supplies

- Restorative circle kits and reflection materials
- SEL curriculum resources
- Incentives for 5-Star program
- Professional development materials
- Translation and communication tools
- Behavior tracking software

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.

English Learners performing lowest in:

- Literacy
- Mathematics
- (If applicable) Suspension rate

Student Groups

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

- **Title I Planned Expenses**
 - Bilingual instructional materials
 - Culturally responsive classroom resources
 - EL-specific academic intervention programs
 - Translation services for behavior conferences

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

- **7090/7091 Planned Expenses**
 - Specialized EL curriculum
 - Digital adaptive language tools
 - ELPAC-aligned progress monitoring tools
 - Bilingual communication materials

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

- **Site-Based Actions to Reduce EL Suspensions**
 - Culturally responsive teaching practices
 - Explicit language support during discipline conversations
 - Bilingual restorative conferences
 - Targeted SEL instruction for EL students
 - PLC review of EL discipline data
 - Staff training on reducing language-based behavior misinterpretation
 - Increased family engagement through multilingual outreach

Family Engagement

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

Family Engagement (Behavior-Focused)

- Re-entry conferences for suspended students
- Behavior workshops for families
- Multilingual communication of behavior expectations
- Family attendance at restorative conferences (when applicable)
- Monthly behavior updates for Tier 2/3 students
- Home visits for repeated incidents

Professional Learning

Describe Professional Learning related to this action.

Professional Development (Equity-Focused)

Staff will receive training in:

- Restorative Justice practices
- Trauma-informed instruction
- De-escalation strategies
- Culturally responsive classroom management
- Implicit bias and equitable discipline
- Data-based decision making for discipline

New for 2026–2027:

- Discipline equity audit each semester
- Referral pattern review by teacher and subgroup

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

We expect to see:

- Revision of student SEL lessons with emphasis on alignment to OWLS guidelines and district Portrait of a Learner. 100% alignment by October of 2026
- Increased student participation in SEL lessons
- 100% of students engage in welcoming conference focused on student strengths and Fulton expectations by October 2026
- 100% of re-entry conferences align student goals to OWLS guidelines
- 100% of staff trained in applied restorative alternatives and positive contacts via ATLAS by October 2026
- Reduction in first-time referrals

Measured by:

- SEL participation logs
- Referral data
- Restorative conference documentation

Monitored by:

SEL Managers, Assistant Principal, SEL lesson observations

Shape these behaviors...

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

We want to see:

- 20% reduction in Level 2 and Level 3 behaviors by December 2026
- Fewer referrals escalating to suspension
- Decreased disproportionality among EL and other subgroups
- Increased positive behavior points earned by 20%
- Increased positive staff contact with families by 20%

Measured by:

- Monthly discipline reports
- Subgroup suspension analysis
- 5-Star behavior data
- ATLAS

Monitored by:

Administration & CCT

And ultimately achieve these impacts.

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

We hope to see:

- Reduce overall suspension rate to under 10%
- 10% reduction in repeat suspensions
- Improved school climate survey related to peer connection to over 85%
- Increased attendance and academic performance tied to reduced exclusionary discipline
- Sustainable equitable discipline practices

Measured by:

- CA Dashboard suspension indicator
- Annual school climate survey
- Graduation and attendance correlation data

Monitored by:

Site Administration & District Accountability

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

Prop 28

Action Details

Life Skills

Fulton school will continue to augment Arts Education with added after-school activities aligned to visual, written and movement art forms.

Direct Instructional Services

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

- Classroom materials and supplies to support artistic activities
- Basic props for creativity
- guest presenters and supplemental contracts for staff to support art activities
- PL for art teacher to continue to improve instruction

English Learner Students

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

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

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

- Arts will be showcased at various family engagement events such as:
- Open House
 - Monthly family engagement after school activities such as Paint Night

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

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

Long-Term (Change in Condition)
Hope to see

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

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

Increased Student Engagement:

- Development of quarterly family engagement activities aligned to the arts
- Student showcase of artistic experiences aligned to semester projects such as Civic Engagement
- Application of art professional learning by October 2026

Measured by:

Classroom observations, family engagements

Monitoring:

Vice Principal, CCT

Shape these behaviors...

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

Increased Student Achievement and SEL Growth:

- Student engagement in art-related after-school activities increases by 10% by December 2026
- Direct connection between OWLS Guidelines and student engagement in arts evidenced by monthly increase in students receiving points
- Decrease in percent of students with two or more Ds/Fs by 20% by December 2026 in comparison to 2025

Measured by:

Student engagements, 5-Star points aligned to OWLS Guidelines

Monitoring:

Vice Principal, CCT

And ultimately achieve these impacts.

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

Development of Student Connection to the Arts

- Maintain positive student culture climate survey results over 90% positive ratings regarding student inclusion in school
- Student engagement in art-related after-school activities increases by 10% by June 2026
- School continues to foster positive art culture in support of therapeutic and future ready environment

Measured by:

Student engagements, CCT Survey

Monitoring:

Site Admin Team

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educat	Ins Aide-Sup			Instructional Aide Supplemental **Budget lines for personnel include salaries and related benefits	780.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Materials & Supplies	5,781.00
G2A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,960.00

\$8,521.00

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

Involving Families: A Relationship-Centered Approach

Action Details

Community Engagement

By the end of the 2026–2027 school year, Fulton School will increase meaningful family engagement opportunities to a minimum of **four times per year**, with **15%** increased participation rates compared to the previous school year.

Fulton School will implement intentional, relationship-centered systems to strengthen communication, trust, and shared responsibility between families and school staff.

Monthly engagement opportunities will include:

- Back to School Night
- Open House / Family Night
- IEP Meetings
- Orientation / Introduction Meetings
- Wellness Checks (virtual or in-person)
- Parent/Student Handbook Workshops
- Strengthened Case Manager–Family Communication Systems

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):

Multi-Tiered System of Supports (MTSS) Integration

Tier 1 – Universal Family Engagement

- Monthly family engagement events
- Regular newsletters, phone calls, and digital communication
- Access to Parent/Student Handbook and school resources

Tier 2 – Targeted Outreach

- Personalized outreach building connection through family's strengths
- Additional workshops on navigating IEPs, attendance expectations, and behavior systems
- Case manager check-ins

- Mentorship support for students in short term placement to engage alongside students

Tier 3 – Intensive Support

- Individualized family support plans
- Home visits (when appropriate)
- Coordinated support with counseling, community services, and district departments

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.

- Fulton School will ensure that all English Learner (EL), newcomer, Long-Term English Learner (LTEL), and reclassified students and families receive equitable access to engagement opportunities.

Supports include:

- Communication in families' preferred language
- Translators available at all meetings (IEP, orientation, conferences)
- Bilingual newsletters and handbooks
- Collaboration with District EL Department
- Access to Parent University services
- Culturally responsive engagement events
- Clear explanation of ELPAC progress and language development goals

Student Groups

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

- Translation services and bilingual materials
- Leveled texts and family literacy resources
- Visual supports and language acquisition tools
- Parent workshops focused on supporting EL students
- ELPAC-aligned informational materials

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

- Bilingual communication tools and digital platforms
- EL instructional materials aligned to standards

- Professional development in culturally responsive engagement
- Workshops to strengthen home-school partnerships

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

- Orientation sessions explaining our school system
- Dedicated EL information segments during family events
- Regular language-progress updates
- Small group parent meetings for EL families
- Culturally inclusive celebrations and community-building events

Family Engagement

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

- Flexible meeting times (morning, evening, virtual)
- Childcare support when possible
- Transportation support when available
- Family feedback surveys after events
- Family advisory input into school climate initiatives
- Recognition of families who demonstrate strong partnership

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in training focused on:

- Relationship-centered family engagement practices
- Culturally responsive communication
- Trauma-informed family interactions
- Effective IEP collaboration strategies
- Strategies for increasing participation among hard-to-reach families
- EL family engagement best practices

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.

We expect to see:

- Tiered approach implemented at Tier 1, 2 and 3 by October 2026
- All families/caregivers trained in using ParentSquare to receive and respond to communications home by October 2026
- Over 80% family/caregiver attendance at Back to School Night to engage in building from student strengths and Fulton OWLS Guidelines session
- Co-developed planning of events alongside Parent University by August 2026

Measurement & Monitoring:

- Event sign-in sheets
- Parent participation logs
- Communication tracking forms
- ParentSquare

Who is monitoring:

Site Admin 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.

We want to see:

- Maintain positive parent feedback regarding school connection through the Climate and Culture survey over 90% by October 2026
- Increase parent/caregiver read communication by over 10% by
- 100% parent and/or caregiver participation in IEP by December 2026

Measurement & Monitoring:

- Attendance data comparison
- Behavior referral trends
- Family surveys
- IEP goal progress monitoring

Who is monitoring:

Site Admin 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.

We hope to see:

- Increased family/caregiver or mentor participation of over 15% in comparison to 2025
- Maintain positive parent feedback regarding school connection through the Climate and Culture survey at over 90% by March 2027
- Fulton will have engaged families in four structured activities per year
- Sustainable culture of partnership between families and school

Measurement & Monitoring:

- Annual attendance and suspension data
- Academic growth data
- CA Dashboard indicators

Who is monitoring:

Site Admin Team

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

Staff recruitment and retention and diversity

Action Details

Effective Staff

By the end of the 2026–2027 school year, Fulton School will maintain overall staff satisfaction at over 90% in identified Climate and Culture survey categories (e.g., trust, communication, professional growth, collaboration, and leadership support).

Fulton School will strengthen recruitment, onboarding, professional development, and staff wellness systems to ensure:

- Staff are well-prepared for their roles
- Staff reflect the diversity of the student population
- Staff feel supported, valued, and heard
- Classrooms maintain consistent routines and positive learning environments

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):

Although this action focuses on staff, improved recruitment and retention directly support instructional consistency and student outcomes.

Students benefit from:

- Stable classroom environments
- Consistent behavioral expectations
- Highly trained educators
- Improved instructional quality
- Stronger staff-student relationships

Required Materials & Supplies

- Professional development resources and workshop materials
- PLC facilitation guides
- Coaching tools and observation materials

- Classroom management and SEL resources
- Staff recognition materials and appreciation incentives
- Climate survey tools

English Learner Students

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

- To ensure EL students receive equitable instruction:
 - All staff will complete Cultural Proficiency training
 - Professional development in integrated and designated ELD
 - Training in SIOP, GLAD, and evidence-based EL strategies
 - Coaching on scaffolding techniques (sentence frames, visuals, modeling)
 - Ongoing review of EL progress data during PLCs

Student Groups

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

- Read 180 licenses (as appropriate)
- Leveled EL texts aligned to content standards
- Visual supports and vocabulary development tools
- ELPAC-aligned assessment tools
- Professional development in ELD and culturally responsive practices
- Translation services and bilingual family communication materials

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

- Adaptive language platforms (Imagine Learning, Rosetta Stone, Lexia Core5)
- Bilingual and leveled literacy resources
- EL instructional materials aligned to standards
- Professional development in SIOP and GLAD
- Bilingual communication materials to strengthen home-school partnerships

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

- MTSS-based differentiation for EL learners
- Data-driven EL progress monitoring
- Monthly EL-focused PLC discussions
- Family workshops on language development
- Access to technology and digital language-learning resources

Family Engagement

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

- Staff training in culturally responsive family communication
- Increased representation of diverse staff at family events
- Clear communication regarding staff roles and supports
- Transparent feedback opportunities for families regarding school climate

Professional Learning

Describe Professional Learning related to this action.

Professional learning will include:

- Cultural Proficiency Certification
- Trauma-informed practices
- Restorative practices
- Classroom management systems
- Integrated ELD instruction
- MTSS implementation and data analysis
- Leadership development opportunities for aspiring teacher leaders

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.

We expect to see:

- 100% of teaching staff engage in ongoing professional learning based upon their self-identified learning opportunities regarding teacher clarity on tasks at the depth and rigor of standards and learning targets by October 2026
- 100% of para-educators engage in ongoing professional learning based upon their self-identified learning opportunities regarding optimal student supports for literacy, math and social emotional learning by December 2026
- 100% of staff engage in application of Classroom Circles as an academic and SEL effective practice by October 2026
- Staff recognition plan implemented with staff feedback by October 2026

Measurement & Monitoring:

- PD attendance logs
- PLC sign-in sheets
- Training completion certificates
- Administrative walkthrough data

Who is monitoring:

ILT, CCT

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

We want to see:

- Maintain over 90% positive trends in Climate & Culture survey results by October 2026
- Application of Classroom Circles in 100% of classrooms by October 2026
- Site applies monthly staff recognition in alignment with plan by December 2026
- Staff maintains and/or increases staff engagement in school initiatives

Measurement & Monitoring:

- Mid-year and end-of-year staff surveys
- Retention and vacancy data
- Informal feedback sessions
- Observation data and coaching notes

Who is monitoring:

ILT, CCT

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We hope to see:

- Maintain over 90% positive trends in Climate & Culture survey results by October 2026
- Increased staff retention rates by 15%
- Site applies monthly staff recognition in alignment with plan by June 2026
- Reduced staff turnover
- Strong, cohesive school culture
- Greater diversity among staff
- Improved student academic and behavioral outcomes as a result of stable staffing

Measurement & Monitoring:

- Annual retention data
- Hiring and diversity metrics
- Climate survey results
- CA Dashboard student outcome indicators
- Administrative annual review

Who is monitoring:

Site Admin Team

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Separate Classes: Special Educat	Ins Aide-Ext			Parent Involvement - Para Educator (Marisol Salazar) Extra time for supporting with translating.*No IEP & 504s* **Budget lines for personnel include salaries and related benefits	725.00
G3A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies: Parent Participation *No Food or Incentives*	150.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies: Parent Involvement	236.00

\$1,111.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0188 Fulton (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0188	5760	1110	2130	Ins Aide-Ext					G3A1	Parent Involvement - Para Educator (Marisol Salazar) Extra time for supporting with translating.*No IEP & 504s* **Budget lines for personnel include salaries and related benefits	725.00
060	3010	0188	5760	1110	4300	Mat & Supp					G1A1	: Materials & Supplies *No Food or Incentives*	361.00
060	3010	0188	5760	2495	4300	Mat & Supp					G3A1	Materials & Supplies: Parent Participation *No Food or Incentives*	150.00
030	7090	0188	5760	1110	1160	Teacher-Supp					G1A4	Teacher Supplemental **Budget lines for personnel include salaries and related benefits	1,103.00
030	7090	0188	5760	1110	2160	Ins Aide-Sup					G2A1	Instructional Aide Supplemental **Budget lines for personnel include salaries and related benefits	780.00
030	7090	0188	5760	1110	4200	Bks & Ref					G1A2	: Read 180	2,000.00
030	7090	0188	5760	1110	4300	Mat & Supp					G2A1	Materials & Supplies	5,781.00
030	7091	0188	4760	1000	4300	Mat & Supp					G2A1	Materials and Supplies	1,960.00
030	7091	0188	4760	2495	4300	Mat & Supp					G3A1	Materials & Supplies: Parent Involvement	236.00
													\$13,096.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,236.00
Sup & Conc	7090	\$9,664.00
LCFF: EL	7091	\$2,196.00
Grand Total		\$13,096.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$3,464.00
G2 - The Whole Child (SEL and Engagement)	\$8,521.00
G3 - Operational Excellence	\$1,111.00
Grand Total	\$13,096.00