

Fulton Special Education

10621666112619

Principal's Name: Grace Settle

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups 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 (DAC and 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 re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Grace Settle	X				
2. Chairperson - Margie Valenzuela			X		
3. Teacher – Ioannis Vasilaros		X			
4. Parent – Christina Hernandez				X	
5. Student – Tyra Intabane					X
6. Sharon Richards				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 04/21.

Required Signatures

School Name: Fulton Special Education			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Grace Settle	<i>Grace V. Settle</i>	05/18/2021
SSC Chairperson	Margie Valenzuela	<i>Margie Valenzuela</i>	05/18/2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Fulton - 0188

ON-SITE ALLOCATION

3010	Title I	\$1,632 *
7090	LCFF Supplemental & Concentration	\$5,220
7091	LCFF for English Learners	\$1,800
7099	School Opening Support <i>(New! One-time funds)</i>	\$360
TOTAL 2021/22 ON-SITE ALLOCATION		\$9,012

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$51
	Remaining Title I funds are at the discretion of the School Site Council	\$1,581
	Total Title I Allocation	\$1,632

Fulton School 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
One D or F on Any Report Card (Grades 02-12) (Students With Disabilities)		90.48 %	2020-2021	90.48 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

One D or F on Any Report Card (Grades 02-12) (Students With Disabilities)

Students fell behind in distance learning.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

One D or F on Any Report Card (Grades 02-12) (Students With Disabilities)

Majority student's that transferred to Fulton were behind in academic credits, usually due to their mental health well being. Many have had a high absenteeism rate.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Previously SBC/ELAC and all staff members were pleased with Read Naturally Intervention Program that was first purchased in 2017-2018. In our virtual learning in 2020-2-21 we were unable to implement this program effectively. As of 2021-2022 school year, we hope to have all students physically back on campus so they are able to get his foundational support.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Renew the Read Naturally Live program utilizing the SPSA budget.
- Use the progress monitoring tool and data analysis in the Read Naturally Program.
- Deliver more academics in the core curriculum since a 4th teacher was hired.

- Promote reading, writing and math supplements.. Fulton will continue with the supplemental material provided by Action Scholastic. Action Scholastic boost reading, writing, math and social emotional well being skills through thrilling, up to date teen articles of interest. It come complete with step by step instruction, powerful differential tools and is aligned to state standards.

Step 4: Stakeholder 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.

1 SSC:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> • SSC & ELAC are pleased with the previous results of the academic programs, Read Naturally and Newsela are in agreement to renew. • They are also in agreement that we need to provide the professional development necessary to implement our academic programs. 	<ul style="list-style-type: none"> • SSC & ELAC are pleased with the previous results of the academic programs, Read Naturally and Newsela are in agreement to renew. • They are also in agreement that we need to provide the professional development necessary to implement our academic programs. 	<ul style="list-style-type: none"> • Staff is in agreement with SSC & ELAC are also pleased with the previous results of the academic programs, Read Naturally and Newsela are in agreement to renew. • They are also in agreement that we need to provide the professional development necessary to implement our academic programs.

Action 1

Title: Reading Intervention Program

Action Details:

Data Assessment will given to each student as they were enrolled at Fulton. Our current student population were mostly (90%) below reading level at the beginning of the school year or upon enrolling at Fulton. Through implementation of the reading intervention program, "Read Naturally, the goal last year for the current school year was to increase from their current reading grade level to at least to two grade levels for each student. So far three quarters of the way through, the students that have been here all year 90% has increased at least two grade levels, the other 10% at least one grade level. Reading Naturally is a powerful reading fluency intervention that accelerates reading achievement by using an audio internet based program. Students become confident readers by developing fluency, phonic skills, comprehension, and vocabulary while reading passages with questions. This time-tested intervention program engages students with interesting nonfiction stories and yields powerful results. Students are able to work independently with this audio program most of the time, along with utilizing the three researched based reading strategies for struggling readers - teacher modeling, repeated reading, and progress monitoring.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff will utilize the reading program's reports to progress monitor. The number of stories and the word count per minutes of reading of individual students will be progress monitor for accelerated student performance.

Owner(s):

Principal
Office Manager
Teachers/SE Parra's

Timeline:

From the beginning to the end of school year 2020-2021

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff will be applying reading and writing strategies in all core classes, including math. Measured by common formative assessments.

Owner(s):

Principal
Teachers
SE Parra's

Timeline:

From the beginning to the end of the school year 2020-2021.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

This is an online program, but a staff member will give direct instruction prior to student beginning program and while progress monitoring. Staff members also support students with new and/or struggling words. They will continue to use Read Naturally, along with a Written Expression program and Newslea Pro. Besides the teachers giving direct instruction the students will also be using technology/tablets/laptops with the online portion of the classes to support literacy. Provide materials/supplies/software/programs to support students and teachers.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

This is a researched based reading program that is targeting below grade level students.

Action 2

Title: Improve Graduation Rate

Action Details:

Futon Secondary will ensure academic progress of students with intensive monitoring of grades, individualized support, and interventions to support students falling behind. The teachers will check grades and progress weekly and coordinated support with the Social Emotional Parra's. Instruction will specifically target each students' academic gaps. Teachers will be given additional training to support the academic progress of English Learners.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Grades will be monitored weekly, interim data on progress towards the semester 1 and semester 2 goal will be obtained from the quarter 1 and quarter 3 report card. Final outcome data will be generated from the semester 1 and semester 2 grades.

Owner(s):

Principal
Teachers
SE Parras
Therapist

Timeline:

Weekly Monitoring
End of quarterly grades and semester grades

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Springboard and Go Math curriculum. Edgenuity (My Path for Special Day Class) Program, curriculum material/supplies/technology and supplemental curriculum. Rewards and incentives to be provided to students who are progressing academically utilizing a tier level system.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Reading and writing intervention programs will be provided.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Bks & Ref			Action Magazine Scholastic News Choice Magazine Also supports G1A2	955.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Bks & Ref			Online Software/Site Licenses IM4 (\$599) Read Naturally Live (\$690)	1,300.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Nc-Equipment			Technology Items - Document Cameras, Headphones, Digital wires, etc.	500.00
G1A2	One-Time School	Separate Classes: Special Educati	Mat & Supp			: Materials and Supplies	360.00

\$3,115.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
College/Career Readiness		0 %	2019-2020	3 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College/Career Readiness

Fulton two years ago implemented a Workability Program to promote marketing skills and career interests.

Student-centered real world learning experience - Site Defined

Fulton was able to provide application preparation, interview skills, job skills and workability experiences to students,

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

College/Career Readiness

During 2020-2021 we were not able to offer this course due to COVID.

Student-centered real world learning experience - Site Defined

1. *During 2020-2021 we were not able to offer this course due to COVID.*

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

During 2020-2021 we were not able to offer this course due to COVID. We have already rein-stated our Workability Program.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Continue to implement the Workability Program
- Field trip tot community college
- Provide career assessments

Step 4: Stakeholder 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.

1 SSC:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> • SSC is pleased with the previous results of the real world leaning experiences, , WorkabilityProgram should be renewed. • They are also in agreement that we need to provide the opportunities to visit community colleges. 	<ul style="list-style-type: none"> • SSC & ELAC are pleased with the previous results of the real world leaning experiences, , WorkabilityProgram should be renewed. • They are also in agreement that we need to provide the opportunities to visit community colleges. 	<p>All Staff</p>

Action 1

Title: Develop a Career Readiness Program

Action Details:

Utilize district available career readiness program, along with the Work Experience, WorkabilityProgram and Department of Rehabilitation (DOR) program to insure success in the workplace environment.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data will be collected on student attendance and participation. A report will be developed regarding their career readiness input.

Owner(s):

Principal
Teachers
SE Parras
Therapist

Timeline:

The entire school year of 2020-2021

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Every Friday during zero period we have a career readiness program for all students. An online program and materials, along with speakers and field trips to prepare students for secondary transition after high school.
- Adult living and career readiness will be added to curriculum
- Instructional services for Independent Study for CTE courses, or sending students to other campuses for CTE courses.
- Provide Arts, Media and Entertainment CTE

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Staff will provide extra support to students as needed.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Project Based Learning Materials & Supplies. *No Food, Food Related Items or Incentives* Also supports G1A2.	350.00

\$350.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		72.73 %	2020-2021	70.73 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Most students come to Fulton with poor attendance. Since we are a small campus teachers take attendance within the first 5 to 10 minutes. The office manager calls home to find out if they are ill and many times the students will appear virtually. If it continues, then the therapist and teacher will do a home visit.

Suspensions students with 1 or more

We do not have a high suspension rate, instead we use conflict resolution, as well as in-house suspension over regular suspension.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Over 85% of the students arrive at Fulton with chronic absenteeism. This last year we saw an increase in absenteeism with only distance learning.

Suspensions students with 1 or more

Many students are low cognitively and in order to not be embarrassed they have enacted behaviors at the comprehensive site to compensate.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Positive feedback, incentives for progress. Provide graduation gowns, clothing and diplomas for graduation. Provide appropriate school supplies for students to meet graduation requirements.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

More incentives to promote attendance, graduation and positive behaviors. Necessary tools such as IM4, sensory tools, science and math manipulatives to help promote student success and social emotional well being. A committee will be formed to come up with ideas to present to the SSC for additional actions to meet this goal.

Step 4: Stakeholder 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.

1 SSC:

The SSC met and approved the plan and will review the budget to help students stay in school and graduate.

2 ELAC:

SSC and ELAC met and approved the plan and will review the budget to help students stay in school and graduate.

3 Staff:

The staff also approves the plan and will review the budget to help students stay in school and graduate.

Action 1

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

Action Details:

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. Students will demonstrate social/emotional progress by participating in a minimum of 4 local activities and 1 long distance activity per year.

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.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Students meet minimum of once a week with therapist for progress monitoring of social emotional well being. Staff meets daily to debrief and discuss social emotional well being and strategies for improvement. Fulton's milieu is an ongoing therapeutic environment with therapist and staff continuously deploying a social emotional learning culture and climate.

Owner(s):

- Principal
- Therapist
- Teachers
- SE Parras
- Campus Assistant
- Office Manager
- School Psychologist

Timeline:

Throughout the 2021-2022 school year.

Details: Explain the data which will specifically monitor progress toward each indicator target

- IM4 Program
- By the end of the 1st quarter - parent survey will be created and administered.
- By 2nd quarter start setting up appointments and developing a Transition Plan for students to attend 2nd semester at a comprehensive school.
- By 4th quarter set up appointments and develop a Transition Plan for students to attend a comprehensive school for next school year.

Owner(s):

Principal
Therapist
Teachers
SE Parras
Campus Assistant
Office Manager

Timeline:

Throughout the 2020-2021 school year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Services and materials for social emotional well being activities, including research based activities such as yoga, ceramics, community based activities.

Student incentives to promote participation and efforts.

Materials including information provided for parents and surveys.

Refreshments for parents and professional learning.

Choice Magazine is life skills magazine that improves student's physical, social, and emotional health with current articles.

Minimum of 4 local field trips and a minimum of one long distance field trip to overcome anxiety about riding city transportation, large crowds and community involvement, which will require expenses associated with off campus activities. Snacks and materials needed to support student safety and welfare of campus.

The IM4 is an application for all students who are involved in intervention programming related to social, emotional, and behavioral challenges that serve as barriers to learning. The IM4 system has many ready to go interventions based on whether the student's main problems of concern are due to a performance-deficit (won't do or lack of will) and acquisition-deficit (can't do or lack of skill). Each intervention is coupled with an automated implementation-facilitation function, such as a step-by-step outline of the active ingredients, customized progress monitoring tool that can be tailored case-by-case, and fidelity checklist to track the degree to which the intervention is delivered as planned.

Specify enhanced services for EL students:

Materials and translators will be provided in necessary languages.

Specify enhanced services for low-performing student groups:

All programs are scaffold to guide students through important texts across various genres.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Student Incentives Graduation Supplies- Cap, Gowns, Diplomas School Supplies Food blanket POs if needed School Materials & Supplies (Office Depot/GW/SRQ) Also supports G5A1	2,013.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for ELs	300.00

\$2,313.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Goal is to have 100% of my staff trained with Cultural Proficiency. We currently have 4 teachers, 1 is a sub, 4 social emotional paras, 2 therapist, 1 campus assistant, 1 office manager, 1 school psychologist. Fulton's goal is to hire permanent staff with reflecting on the diversity of our community. A

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined

An inequity has been the pool of available staff to hire due to the teacher shortage and closure of the SE Para Course due to COMD. The social emotional paras have to have a completion certificate of SE Training. The class did resume recently.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We are incorporating the MTSS model and we are supporting staff with necessary materials as we have moved to a simultaneous teaching model. As well, as providing professional development to meet the changing teaching processes and the reopening of schools.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Funds will be used to support:

- 100% of our staff will complete Cultural Proficiency training.
- Allotted time for professional development.
- Make sure staff is prepared for their positions.

Step 4: Stakeholder 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.

1 SSC:

SBC agrees with staff recruitment, retention and diversity goals.

2 ELAC:

SBC and ELAC agrees with staff recruitment, retention and diversity goals.

3 Staff:

All staff

Action 1

Title: Staff recruitment and retention and diversity

Action Details:

- Provide Cultural Proficiency training to all staff
- 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.
- Help staff to create a positive classroom environment, ensuring routines, procedures, and expectations.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Staff surveys
- Evaluations
- Hiring data, including teachers and staff involved in the hiring process

Owner(s):

- All staff

Timeline:

School year from 2021 to 2022

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Material/Supplies to support staff developments (PL), activities, incentives, spirit wear, meeting supplies

Specify Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

- Support and provide time for staff to participate in district provided professional development.
- Utilize district provided professional learning

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Food for Professional Development Activities, Staff Incentives, Spirit Wear	1,407.00

\$1,407.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		100 %	2019-2020	100 %
Parent Survey - Safe and secure		100 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

The family goal is to increase all areas of the Climate and Culture Family Survey by at least 5% positivity, and to not decline in the areas where there was a 100% positivity rate. Research shows that strong families can make it four times more likely that students will make major gains in math and reading. The goal is to build strong relationships with families that focus on improving student learning and social emotional well-being.

Parent Survey - Respected and welcomed

Back to School, Open Houses, IEP meetings parents & guardians have always been welcomed and treated with respect. Attendance did not do well for 2020-2021 with the virtual meetings. Goal is to increase attendance in family engagement opportunities.

Parent Survey - Safe and secure

Parents have felt safe and secure at Fulton when were open. Now that we have a small group of students we are doing all of the safety protocols. The goal for 2021-2022 is contact parents and let them know of safety protocols and procedure for the new school year.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Distance Learning due to COVID-19 made it difficult. Less participation virtual with parents/guardians. Some parents did not have an email address.

Parent Survey - Respected and welcomed

Attendance did not do well in 2020-2021 due to most family/guardians not participating in virtual activities.

Parent Survey - Safe and secure

Parents/guardians did not feel safe and secure with in-person meeting during 2020-2021 due to COVID. They also had difficult times accessing internet, some of them did not have an email address. We had several that did not have a computer at home, so they could only borrow student computer after school hours.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In the past we have found better attendance when we are able to provide food to our families. Of course during 2020-2021 we were not able to provide food in our virtual engagement activities. In 2021-2022 school year we hope to be able to do in-person activities and serve food. If not, we will come up with a alternative drive through activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Call families that do not complete the survey.
- Offer families to come onto site to complete surveys with assistance.
- Hopefully, we will be able to have in-person activities.
- increase engagement activities, i.e., coffee and donuts to meet with teachers, therapist or principal or completing items like the survey.

Step 4: Stakeholder 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.

1 SSC:

SSC agrees and with Fulton plan for family engagement and wants to input in the planning of family engagement activities.

2 ELAC:

SSC & ELAC agrees and with Fulton plan for family engagement and wants to input in the planning of family engagement activities.

3 Staff:

All staff

Action 1

Title: Involving Families: A Relationship-Centered Approach

[Action Details:](#)

By the end of 2021-2022 school year, we will increase opportunities for family engagement at a minimum of one activity per month.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

- Family Surveys
- Sign-in sheets
- Individual parent meetings to discuss student's individualized education plan and social emotions/ well being.

Principal, Teachers, Therapist, SE Para, Office Manager

School year 2021-2022

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Materials/Supplies to support family engagement and to support staff working with families

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Most of Fulton's students are low performing SDC students. All students are SPED Emotional Disturbance (ED). As stated research shows that strong family ties can make it four times more likely that students will make major gains in math and reading. The goal is to build strong relationships with families that focus on improving student learning and social emotional well-being. We will build strong relationships through the actions listed in the Action Plan.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Involvement: Stamps, paper for parent communications, envelopes, folder, pens, pencils, coloring pencils, notebooks, etc. *No Food, Food Related Items or Incentives*	327.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Supplies for Parent & Student-Student Meetings for ELs - Savemart / Smart & Final and other Food POs	1,500.00

\$1,827.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0188 Fulton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Bks & Ref			Action Magazine Scholastic News Choice Magazine Also supports G1A2	955.00
G1A1	Sup & Conc	Separate Classes: Special Educati	Bks & Ref			Online Software/Site Licenses IM4 (\$599) Read Naturally Live (\$690)	1,300.00
G1A2	Sup & Conc	Separate Classes: Special Educati	Nc-Equipment			Technology Items - Document Cameras, Headphones, Digital wires, etc.	500.00
G1A2	One-Time School	Separate Classes: Special Educati	Mat & Supp			: Materials and Supplies	360.00
G2A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Project Based Learning Materials & Supplies. *No Food, Food Related Items or Incentives* Also supports G1A2.	350.00
G3A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Student Incentives Graduation Supplies- Cap, Gowns, Diplomas School Supplies Food blanket POs if needed School Materials & Supplies (Office Depot/GW/SRQ) Also supports G5A1	2,013.00
G3A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for ELs	300.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			: Food for Professional Development Activities, Staff Incentives, Spirit Wear	1,407.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Involvement: Stamps, paper for parent communications, envelopes, folder, pens, pencils, coloring pencils, notebooks, etc. *No Food, Food Related Items or Incentives*	327.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Supplies for Parent & Student-Student Meetings for ELs - Savemart / Smart & Final and other Food POs	1,500.00
Total							\$9,012.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,632.00
Sup & Conc	7090	\$5,220.00
LCFF: EL	7091	\$1,800.00
One-Time School	7099	\$360.00
Grand Total		\$9,012.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$3,115.00
G2 - Expand student-centered and real-world learning experiences	\$350.00
G3 - Increase student engagement in their school and community	\$2,313.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,407.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,827.00
Grand Total	\$9,012.00