

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **FULTON K-8** SCHOOL

2022-23

37-68338-6039630
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Dodd, Emmitt

Contact Person: Dodd, Emmitt

Position: Principal

Telephone Number: 619/344-3200;

Address: 7055 Skyline Dr, Fulton K-8, San Diego, CA, 92114-5930,

E-mail Address: edodd@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Fulton K-8 PHONE: (619) 344-3200 FAX: (619) 527-4172
 SITE CONTACT PERSON: Emmitt Dodd E-MAIL ADDRESS: edodd@sanedi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>10/6/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Other (list): <u>SSC</u> | Date of presentation: <u>Oct 6, 2022</u> |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/6/22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Emmitt Dodd
Type/Print Name of School Principal

Ivy Pique
Type/Print Name of SSC Chairperson

German Quezada
Type/Print Name of ELAC Representative

Starr Elizabeth
Type/Print Name of Area Superintendent

Cristina Duff
Signature of School Principal / Date

Ivy Pique
Signature of SSC Chairperson / Date

[Signature] 10/20/22
Signature of ELAC Representative / Date

[Signature] 10/20/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide program school and Additional Targeted Support and Improvement.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

ENGAGING EDUCATIONAL PARTNERS

The Site Governance Team and the School Site Council met on October 6, 2022, to finalize and approve our 2022-2023 School Plan for Student Achievement. This work entailed, reviewing previous year's goals, analyzing most current data (District mandated assessments, SBAC, Attendance, Suspensions, etc.), in order to develop 2022-2023 listed goals for LCAP 1, 2, 3 and 5)

RESOURCE INEQUITIES

Materials: A common, proven, and comprehensive curriculum lays the foundation for high quality teaching and learning. Although many programs claim to be comprehensive, there is often the need for additional materials that target needs of specific populations such as English Learners and Students with Disabilities. Currently we have a guaranteed and viable curriculum for Language Arts/ELD (Benchmark advance and dELD) and Mathematics (Envision) which serve to target Tier 1 instruction. For Tier 2 and 3 intervention/support we also utilize online curriculum programs such as ST Math, Learning Upgrade, Reading A-Z, Mystery Science, Spelling City, Brain Pop, and Brain Pop ELL to support and provide students with additional instruction and practice at their specific learning levels. These are all strongly research based programs. We continue to use the UNIQUE curriculum which serves to support Students with Disabilities.

Support Staff: Teachers and one administrator are hard pressed to meet the social-emotional, health, and instructional needs of students without additional support systems in place. By virtue of our poverty level (82%), many of our students come to school carrying the burden of many issues associated with high poverty environments (e.g. traumatic events). The social emotional needs of our population greatly affect learning therefore we are receiving an additional .4 FTE (2 days) allocated by our district.

Professional Development: Professional learning is meant to increase an educator's knowledge base and/or teaching skills. As society changes, so must education; therefore, ongoing professional development is necessary.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
01. Emmitt Dodd	Principal
02. Arleen Mootry	Classroom Teacher
03. Stephanie Ropp	Classroom Teacher
04. Shelly Vanderhoofven	Classroom Teacher
05. Rizzy Nunez	Other School Rep
06. Ivy Pique	Parent
07. Rachel Patton	Parent
08. Merila Lett	Parent
09. Veronica Munoz	Parent
10. Liberty Mones	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation

Strategies that we put in place in the 2021-2022 school year were professional development (Restorative Justice Practices, SEL), Program, and funding additional Counselor support.

Effectiveness

Our goals were around student survey results from CAL-SCHLS around learning engagement and disciplinary culture. Due to COVID-19, the surveys were conducted in the spring of 2022 so we will be moving these goals forward.

The current data we have around Chronic Absenteeism and Suspension comes from our district's Hoonuit Platform. We will be setting our 2022-2023 goals using the data available to us for Chronic Absenteeism and Suspensions from the 2021-2022 data on Hoonuit.

We had two goals related to the CA Dashboard metrics of Chronic Absenteeism and Suspension Rate for all students. Our AMOs were focused on decreasing the chronic absenteeism rate for six student groups: Hispanic or Latino, Black or African American, Students with Disabilities, and English Learners. We will still set goals for these subgroups using the district's Hoonuit Platform using the 2022-2023 data.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Since students have returned to in-person learning since 2021-2022, for the 2022-2023 school year, the major difference is that with the support of the district assigned Family Service Assistant (FSA), Fulton will be developing an Attendance Team composed of the FSA, Counselors, Attendance Clerk, and Admin to meet 2x/month in order to analyze attendance data so appropriate interventions and incentives can be implemented to reduce chronic absenteeism and improve student attendance.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Changes to the 22-23 goals involve using the Hoonuit Platform to access the most current data on Chronic Absenteeism and Suspensions. We are no longer using the CA Dashboard data to create these goals because there is too much lag time from the data collected in 2018-2019.

***Identified Need**

Data from the 2021-2022 CHKS shows that 19% of 7th grade students feel that they are engaged in their learning. We would like to improve this data to having at least 60% of our students feeling engaged in their learning.

District Hoonuit Platform Data for Chronic Absenteeism shows the following:

Chronic Absenteeism

- All Students: 64%
- Hispanic: 71%
- English Learners: 63%
- Students with Disabilities: 73%
- African American: 64%

It is clear that the need is to greatly reduce Chronic Absenteeism for all students and identified sub-groups.

Suspension Rates according to Hoonuit Data is as follows:

- All Students: 7 total suspensions in 21-22
- Hispanic: 2 total suspensions in 21-22
- English Learners: 2 total suspensions in 21-22
- Students with Disabilities: 3 total suspensions in 21-22
- African American: 4 total suspension in 21-22

Although our suspension rates overall and for our subgroups have decreased, it is still our goal to continue to reduce or eliminate student suspensions.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	7	Student Learning Engagement	19	60	CAL-SCHLS (CHKS)	Anually
June 2023	Tk-8	Reduce Chronic Absenteeism	64	30	Chronic Absenteeism	Monthly
June 2023	Tk-8	decrease suspension rate*	.02	0	Suspension	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-8	English Learner	Reduce Chronic Absenteeism	63	30	Chronic Absenteeism	Annually
June 2023	TK-8	Hispanic or Latino	Reduce Chronic Absenteeism	71	30	Chronic Absenteeism	Annually
June 2023	TK-8	Students with Disabilities	Reduce Chronic Absenteeism	73	30	Chronic Absenteeism	Annually
June 2023	TK-8	Black or African American	Reduce Chronic Absenteeism	64	30	Chronic Absenteeism	Annually

Supporting Black Youth - Additional Goals

1. Fulton’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Fulton is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Fulton’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3. In the 2022-23 school year, Fulton will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
4. Fulton will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5. Fulton’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6. Fulton will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews

to learn about their experiences and gain their input/feedback on site goals and actions.

7. Fulton will increase access to advanced classes--gate, seminar, advanced placement for black youth.

8. Fulton will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will be served by this strategy.

***Strategy/Activity - Description**

Additional .3 FTE COUNSELOR and Counselor Hourly Allocations to support:

For the attendance goal, the counselor facilitates and/or participates in the following:

- Phone Calls and Letters to Parents
- Attendance groups
- Monthly Attendance meetings with students and parents and staff
- Parent meetings and home visits
- Friendship Groups

Playworks Inc:

Playworks Inc. will support the development of a school culture that is safe, collaborative and inclusive. The program will engage students during play and activities which promotes teamwork, fair play, collaboration, problem solving, conflict resolution and support the inclusion of all students. Students will gain strategies and tools to communicate feelings and ideas while building agency in themselves and others.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01191G	School Counselor	0.30000	\$26,862.90	\$39,252.38	0119-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Maintains accurate records regarding student cases; analyzes data relevant to student needs and organizes, coordinates, communicates and schedules Student Study Team meetings. Utilizes data relative to attendance, behavior, and student achievement to communicate. Maintains accurate records regarding student cases; analyzes data relevant to student needs and organizes, coordinates, communicates and schedules Student Study Team meetings.

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F01191H	School Counselor	0.20000	\$17,908.60	\$28,775.05	0119-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Maintains accurate records regarding student cases; analyzes data relevant to student needs and organizes, coordinates, communicates and schedules Student Study Team meetings. Utilizes data relative to attendance, behavior, and student achievement to communicate. Maintains accurate records regarding student cases; analyzes data relevant to student needs and organizes, coordinates, communicates and schedules Student Study Team meetings.
F01191I	School Counselor	0.20000	\$17,908.60	\$28,775.05	0119-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt			Maintains accurate records regarding student cases; analyzes data relevant to student needs and organizes, coordinates, communicates and schedules Student Study Team meetings. Utilizes data relative to attendance, behavior, and student achievement to communicate. Maintains accurate records regarding student cases; analyzes data relevant to student needs and organizes, coordinates, communicates and schedules Student Study Team meetings.
N01192J	Contracted Svcs Less Than \$25K		\$10,000.00	\$10,000.00	0119-30100-00-5853-1000-1110-01000-0000	Title I Basic Program			PlayWorks will create safe and engaging outdoor play systems that will result in students wanting to come to school and problem solve to avoid situations that could result in suspensions.
N011964	Contracted Svcs Less Than \$25K		\$10,000.00	\$10,000.00	0119-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PlayWorks will create safe and engaging outdoor play systems that will result in students wanting to come to school and problem solve to avoid situations that could result in suspensions.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. **Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation: At Fulton UTK-8 School, we are utilizing components of Formative Assessments for Students and Teachers (FAST aReading), Fountas and Pinnel, as Universal Screeners, Diagnostic Assessments and Progress Monitoring Tools in order to gather data and make instructional decisions for students. Fulton utilized District Units of Inquiry, and Benchmark Reading and Writing Units as well as dELD District Curriculum/Units. We received professional development to support the administration and data analysis of FAST. We also received professional development with lesson design to strengthen literacy instruction. Our primary (TK-2) grade teachers will participated in a year- long Literacy Acceleration Program (LAP) to improve reading for all students.

Outcomes/Effectiveness: For the 22-23 school year, based on Spring FAST aReading data, only 36% of our grades 3-6 students met or exceeded standards and 45% of our grades 7-8 students met or exceeded standards. We will develop grade band goals based on student performance on the Fall 2022 FAST aReading assessment. Grade Level Teams will focus on Tier 1 and Tier 2 reading instruction in order to increase the percentage of students in grades 3-8 that are meeting or exceeding standards based on FAST aReading.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

For the 22-23 school year, we are expanding our Literacy Acceleration Plan (LAP) work to grades 3-8 using district allocated personnel. In addition, after school tutoring in ELA will be provided for identified focus students in grades 3-8. Lastly the English Language Instruction Resource Teacher (ELIRT) will provide additional dELD instruction for students and collaborate with classroom teachers and the RSTs to improve academic performance of our English Language Learners, especially in reading.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

This 2022-2023 school year, Fulton is participating in the LAP program to support students. Through this 2 year process, we hope to increase our English Language Arts data by learning how to provide more access to ALL students in reading, writing, listening and speaking. Continuing the use of FAST assessments and F & P Assessments, we will be diving into our data deeper in order to focus our work around reading strategies and standards. We hope to get more useable data that will assist teachers in better understanding the strengths and needs of all students in ELA so that they are able to plan and adapt their instruction accordingly.
LCAP 7 goal provided an additional RST to support ELA Literacy Acceleration in Grades 3-8. The RST will be providing an additional

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Guided/Shared Reading lesson daily to students who are performing far below basic. The RST will collaborate with classroom teachers, ELIRT, and other support providers to accelerate reading.

LCAP 7 goal also provides Fulton with an ELIRT 2.5 days a week. The ELIRT will provide additional designated ELD and collaborate with classroom teachers and RST to plan, monitor, and set goals that support students to reclassify ELs by June of 2023

***Identified Need - English Language Arts**

We will be carrying over our CAASPP goals to the 2022-2023 school year.

The following data served as the basis for our goals:

- TK-2 data shows that 46% of students were reading at or above grade level on the Developmental Reading Assessment 2.
- Gr 3-8 data shows that 32% of students were meeting or exceeding standard on the SBAC.
- Students with disabilities SBAC data in Illuminate shows that 2.0% of 48 students in grades 3-8 met standard on the SBAC ELA.
- For English Learners, SBAC data in Illuminate shows that 15% or 66 students in grades 3-8 met or exceeded standard on SBAC ELA.

On the 2019 CA Dashboard, Fulton is in the Orange Performance Level for the Academic Performance: English Language Arts indicator with all students at 45.5 points below standard (maintained 1 point from 2018). We have no student groups in the red and four student groups in the orange: African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

LCAP 7 goal provided an additional RST to support ELA Literacy Acceleration in Grades 3-8. The RST will be providing an additional Guided/Shared Reading lesson daily to students who are performing far below basic. The RST will collaborate with classroom teachers, ELIRT, and other support providers to accelerate reading.

LCAP 7 goal also provides Fulton with an ELIRT 2.5 days a week. The ELIRT will provide additional designated ELD and collaborate with classroom teachers and RST to plan, monitor, and set goals that support students to reclassify ELs by June of 2023.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	Meet or Exceed Standard	22	32	CAASPP ELA	Annually
June 2023	K-2	Meet or Exceed Standards	46	56	Fountas and Pinnel	3 times/year
June 2023	3-6	Meet or Exceed Standards	36	46	FAST aReading	3 times/ year
June 2023	7-8	Meet or Exceed Standards	44	54	FAST aReading	3 times/year

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	Students with Disabilities	Meet or Exceed Standard	2	10	CAASPP ELA	Annually
June 2023	3-8	English Learner	Meet or Exceed Standard	15	20	CAASPP ELA	Annually
June 2023	2-8	Hispanic or Latino	Meet or Exceed Standard	28	32	CAASPP ELA	Annually
June 2023	3-8	Black or African American	Meet or Exceed Standard	17	22	CAASPP ELA	Annually
June 2023	3-8	Socioeconomically Disadvantaged	Meet or Exceed Standard	27	34	CAASPP ELA	Annually
June 2023	3-8	Students with Disabilities	Meet or Exceed Standard	14	20	FAST aReading	3 times/year
June 2023	3-8	English Learner	Meet or Exceed Standards	15	25	FAST aReading	3 times/year
June 2023	3-8	Hispanic or Latino	Meet or Exceed Standards	37	45	FAST aReading	3 times/year
June 2023	3-8	Black or African American	Meet or Exceed Standards	32	40	FAST aReading	3 times/year

***Identified Need - Math**

We will be carrying over our CAASPP goals to the 2022-2023 school year. In addition, we will be writing goals as measured by our district's DEMI math assessment administered 3 times/ year.

The following data serves as a basis for our goals:

- 26.3 percent of students in gr. 3-8 met or exceeded standard on SBAC
- 20.5 percent of ELs in gr. 3-8 met or exceeded standard on SBAC
- 0 percent of students with disabilities in gr. 3-8 met or exceeded standard on SBAC

On the 2019 CA Dashboard, Fulton is in the Yellow Performance Level for the Academic Performance: Mathematics indicator with all students at 61.7 points below standard (increased 9.9 points from 2018). We have no student groups in the red and one student group in the orange: Students with Disabilities.

In support of district initiatives, we are also including a goal for our English Learners and African American student groups. They are both in the Yellow Performance Level.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	Meet or Exceed Standards	16	26	CAASPP Math	Annually
June 2023	3-8	Meet or Exceed Standards	32 C	42 C	DEMI	2 times/year

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	English Learner	Meet or Exceed Standard	15	23	CAASPP Math	Annually
June 2023	3-8	Black or African American	Meet or Exceed Standard	12	22	CAASPP Math	Annually
June 2023	3-8	Students with Disabilities	Meet or Exceed Standard	2	12	CAASPP Math	Annually
June 2023	3-8	English Learner	Meet or Exceed Standards	32 C	42 C	DEMI	2 times/year
June 2023	3-8	Black or African American	Meet or Exceed Standards	32 C	42 C	DEMI	2 times/year
June 2023	3-8	Students with Disabilities	Meet or Exceed Standards	32 C	42 C	DEMI	2 times/year

***Identified Need - English Learners**

Due to COVID-19 pandemic, state law has suspended the reporting of state indicators on 2021 Dashboard. However, available data that would have been included in Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting and the COVID-19 Accountability FAQs.

On the 2021 CA Dashboard, the English Learners at Fulton are in the Red Performance Level for Chronic Absenteeism (20.4%, increased 1%), the Yellow Performance Level for ELA (55.4 points below standard, increased 3 points), and math (70 points below standard, increased 9.2 points), and the Green Performance Level for Suspension Rate (2.7%, declined 1.8%). The Dashboard's English Learner Progress Indicator shows that 50% of the English Learners are making progress towards English language proficiency which is considered a Medium Performance Level.

Data collection ongoing.

85/296 English Learners (29%)

Reclassification Rate: (24%) 20/85 Potential Reclassification (ELPAC) Level 3)

- The following data shows the percent of students who performed at the expected level of proficiency on the 21-22 Summative ELPAC:

In Gr. 1, 92% (11/12) of ELs tested at Level 2 or above.

In Gr. 2, 50% (7/14) of ELs tested at Level 3 or above.
 In Gr. 3, 50% (5/10) of ELs tested at Level 2 or above.
 In Gr. 4, 50% (4/8) of ELs tested at Level 2 or above.
 In Gr. 5, 83% (5/6) of ELs tested at Level 2 or above.
 In Gr. 6, 71% (5/7) of ELs tested at Level 2 or above.
 In Gr. 7, 57% (4/7) of ELs tested at Level 2 or above.
 In Gr. 8, 64% (7/11) of ELs tested at Level 2 or above.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1-8	English Learner	Tested at Level 2 or above.	65	75	Summative ELPAC	Annually
June 2023	3-8	English Learner	Reclassification of those eligible to reclassify.	100	100	Reclassification Rates	Annually

***Identified Need - Graduation/Promotion Rate**

According to 2021-2022 SBAC ELA data for the grade level subgroups we are monitoring for our Graduation Promotion Rate Goals, we have a lot of improvements and gains to make for every subgroup at each identified grade level.

Gr 3 data shows that 0% of Students with Disabilities met or exceeded standard on the 2021-22 SBAC ELA.
 Gr. 5 data shows that 0% of Students with Disabilities met or exceeded standard on the 2021-22 SBAC ELA
 Gr 7 data shows that 0% of Students with Disabilities met or exceeded standard on the 2021-22 SBAC ELA
 Gr 3 data shows that 0% of Black/African American students met or exceeded standard on the 2021-22 SBAC ELA.
 Gr 5 data shows that 0% of Black/African American students met or exceeded standard on the 2021-22 SBAC ELA.
 Gr 7 data shows that 33% of Black/African American students met or exceeded standard on the 2021-22 SBAC ELA.
 Gr 3 data shows that 11% of English Learners met or exceeded standard on the 2021-22 SBAC.
 Gr. 5 data shows that 0% of English Learners met or exceeded standard on the 2021-22 SBAC.
 Gr. 7 data shows that 0% of English Learners met or exceeded standard on the 2021-22 SBAC.

*Goal 5- Graduation/Promotion Rate						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Meet or Exceed Standard	21	30	CAASPP ELA	Annually
June 2023	5	Meet or Exceed Standard	26	36	CAASPP ELA	Annually
June 2023	7	Meet or Exceed Standard	23	33	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	English Learner	increase percentage of students meeting or exceeding standard	15	20	CAASPP ELA	Annually
June 2023	3-8	Black or African American	increase percentage of students meeting or exceeding standard	17	22	CAASPP ELA	Annually
June 2023	3-8	Students with Disabilities	increase percentage of students meeting or exceeding standard	2	10	CAASPP ELA	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Unduplicated students (UPP = 89.1% Students)/All Students

***Strategy/Activity - Description**

VISITING TEACHERS FOR GRADE LEVEL COLLABORATIONS/PLC:

For the 22-23 school year, visiting teachers are more available able to support our grade level collaboration/PLC and ILT release days for student data dives and instructional planning. Monies have been allocated to provide classroom teachers full day PLC PD days once a month. This is on top of the 55 minutes of PLC PD time teachers participate in weekly, every Monday for grades UTK-6.

CLASSROOM TEACHER HOURLY:

Hourly pay is available for teachers to support students through a before and/or after school tutoring program in ELA.

ONLINE LANGUAGE ARTS PROGRAMS:

We have purchased software licenses for Spelling City, Learning Upgrade, and Brain Pop ELL, Social Studies Digest, and Mystery Science. These are all online ELA programs that provide opportunities for students to practice their reading and language skills at their particular instructional levels and in varying content areas.

SUPPLIES AND MATERIALS TO SUPPORT ELA:

Guided Reading Materials are essential for teaching Guided Reading within a Balanced Literacy Program. In addition, supplemental instructional supplies are needed to support our ELA program. Primary teachers are in greater need of Big Books for Read Alouds and Shared Reading.

PAPER FOR DUPLICATION:

Duplication for instructional support, programs support and home school communication.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01192A	Software License		\$2,000.00	\$2,000.00	0119-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software is needed to support ELA practice and interventions. Examples - SS Digest, Spelling City, Learning Upgrade
N01197C	Supplies		\$13,000.00	\$13,000.00	0119-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental instructional supplies are needed for students and staff to provide enhanced ELA teaching and learning. Supplies may include classroom library books, hard cover journals, individual white boards for students, binders and

Fulton K-8 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									notebooks.
N0119A5	Classroom Teacher Hrly		\$600.00	\$742.86	0119-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To pay teachers to provide after school tutoring and intervention.
N0119A6	Prof&Curriclm Dev Vist Tchr		\$6,910.00	\$8,555.28	0119-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers are needed to support PLC and ILT release days.
N0119A7	Software License		\$4,000.00	\$4,000.00	0119-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		In addition to district funded programs additional software is needed to support ELA practice and interventions. Examples - SS Digest, Spelling City, Learning Upgrade
N0119A8	Interprogram Svcs/Paper		\$400.00	\$400.00	0119-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper is an essential basic need for teaching and learning in ELA.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

Unduplicated students (UPP = 89.1% Students)/All Students

***Strategy/Activity - Description**

Visiting Teachers for Grade Level Collaboration/PLC/Professional Development

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times/year. During this time, teachers will analyze math data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. In addition, FAST aMath Professional Development will be provided to teachers.

CLASSROOM TEACHER HOURLY:

Hourly pay is available for teachers to support students through before and/or after school tutoring program in MATH.

SUPPLIES AND MATERIALS TO SUPPORT MATH:

Manipulatives and supplemental instructional supplies are needed to support and enhance our Math Program. In addition, teachers utilize hard cover journals for math as well as personal student whiteboards and dry eraser markers.

ONLINE MATH PROGRAMS:

Software Licenses to support math practice and interventions are needed.

Paper for Duplication:

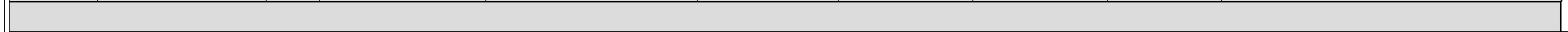
Duplication for instructional support, programs support and home school communication.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0119Z	Software License		\$6,000.00	\$6,000.00	0119-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		In addition to district provided programs supplemental math software purchases to use for intervention and practice. Examples include Mystery Science, Learning Upgrade, ST Math.
N01194R	Interprogram Svcs/Paper		\$400.00	\$400.00	0119-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To provide materials and paper for math.
N011950	Supplies		\$13,000.00	\$13,000.00	0119-30106-00-4301-1000-	Title I Supplmnt Prog	[no data]		Provide supplemental instructional supplies for students in math including

Fulton K-8 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					1110-01000-0000	Imprvmt			journals, manipulatives, calculators, markers, project supplies, and dry erase boards for students.
N01196E	Classroom Teacher Hrly		\$600.00	\$742.86	0119-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To pay teachers for after school tutoring and interventions in Math.
N0119A9	Prof&Curriclm Dev Vist Tchr		\$6,910.00	\$8,555.28	0119-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers are needed to provide coverage for PLCs and ILTs.



Strategy/Activity 3

***Students to be served by this Strategy/Activity**

Unduplicated students (UPP = 89.1% Students) / English Learners

***Strategy/Activity - Description**

TEACHER TRAINING AND STUDENT MONITORING:

English Learners will be closely monitored for growth on assessments.

- District assigned ELIRT will provide site support through ELD coaching cycle to monitor LTELs and ALTELs
- dELD Professional development will be provided in collaboration with SDUSD OLA Office.
- Grade Level Collaboration/PLC/Professional Development

VISITING TEACHERS:

Visiting teachers are funded so that teachers can meet in daylong grade level collaboration 3times/year in addition to weekly PLCs. During this time, teachers will discuss the progress and instructional needs of English Learners and plan instruction accordingly.

NON-CLASSROOM TEACHER HOURLY:

A non-classroom hourly teacher administers initial and summative ELPAC to gather baseline data. Data gathered from ELPAC will be used to determine instructional groupings and subsequent planning and instruction.

Supplies for Classroom:

Supplemental classroom Supplies are needed by English Learners for their learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/ Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01194N	Supplies		\$1,998.00	\$1,998.00	0119-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		To provide additional instructional supplies and material to support English Learners such as Big Books and Journals.
N01196G	Non Clsrn Tchrrly		\$1,000.00	\$1,238.10	0119-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmtnt			To pay teacher off the clock for professional development planning and school-wide operational and instructional planning for English Learners.
N011987	Prof&Curriclm Dev Vist Tchrr		\$2,822.00	\$3,493.92	0119-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Subs to support ILT and PLC for English Learners.
N01198D	Non Clsrn Tchrrly		\$5,000.00	\$6,190.50	0119-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		To pay teacher off the clock for professional development planning and school-wide operational and instructional planning for English Learners

Strategy/Activity 4

***Students to be served by this Strategy/Activity**

Identified students with Disabilities

***Strategy/Activity - Description**

SUPPLIES AND MATERIALS:

Instructional supplemental supplies to enhance the Unique Curriculum (TK-8) and to support Community Based Instruction (Gr. 6-8). In addition, technology such as communication devices, Chromebooks, iPads, etc. will be purchased to support the needs of our Special Education students. Materials will include manipulatives and Big Books.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0119AA	Supplies		\$2,903.00	\$2,903.00	0119-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Supplemental classroom supplies are needed to enhance the teaching and learning within our Special Education Mild/Mod Program.

Strategy/Activity 5

***Students to be served by this Strategy/Activity**

Black youth.

***Strategy/Activity - Description**

Counselor Hourly

For the attendance goal, the counselor facilitates and/or participates in the following:

- Phone Calls and Letters to Parents
- Parent meetings and home visits

Field trips:

Field trips will be scheduled for our Black Youth to visit higher education programs. Field Trips provide another mode of learning as an extension to the classroom. Field trips to include locations such as SDSU, USD, San Diego Zoo, and Birch Aquarium depending on availability and scheduling.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0119Y	Interprogram Svcs/Field Trip		\$1,000.00	\$1,000.00	0119-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Field Trips provide another mode of learning as an extension to the classroom. Field trips to include locations such as SDSU, USD, San Diego Zoo, and Birch Aquarium depending on availability and scheduling.
N01194H	Counselor Hrly		\$2,500.00	\$3,095.25	0119-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Provide additional interventions and supports (Ex. Home visits, parent communication, etc.)
N01195I	Counselor Hrly		\$4,173.00	\$5,166.59	0119-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Provide additional interventions and supports (Ex. Home visits, parent communication, etc.)

Strategy/Activity 6

***Students to be served by this Strategy/Activity**

Unduplicated students (UPP = 89.1% Students)/All Students Grades 3, 5, and 7 students and English Learners and Students with Disabilities within these grade levels.

***Strategy/Activity - Description**

VISITING TEACHERS:

Visiting teachers are funded so that teachers can meet in daylong grade level collaboration 3 times/year in addition to weekly PLCs. During this time, teachers will discuss the progress and instructional needs of English Learners and plan instruction accordingly.

Supplies:

Supplemental supplies are needed to support and enhance teaching and learning in classrooms.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01195Z	Prof&Curriclm Dev Vist Tchr		\$4,088.00	\$5,061.36	0119-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting Teachers are needed to support PLCs and ILTs.
N0119AB	Supplies		\$2,000.00	\$2,000.00	0119-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental classroom supplies are needed to enhance teaching and learning to support students. Supplies may include manipulatives, classroom library books, markers, pencils, project supplies.
N0119AC	Supplies		\$2,552.00	\$2,552.00	0119-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental classroom supplies are needed to enhance teaching and learning to support students. Supplies may include manipulatives, classroom library books, markers, pencils, project supplies.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

IMPLEMENTATION

In terms of our parent participation goal, the Cal Schools Parent Survey 2021-2022 showed that 15% of parents said they attended a school event. According to the California School Parent Survey, we can see that we have more work to do with getting our parents involved.

We would like to see an increase in the category of Strongly Agree with regards to parent involvement.

Communication with all parents regarding student progress and educational updates is critical. Communication and connection with families is established through informal parent meetings, report cards, parent/teacher conferences, Coffee with the Principal and Parent Workshops, and a newly formed "Running Club."

Every year, it is our goal to increase our parent and family participation in one or more parent involvement activities. We reach out to parents via flyers, automated phone calls, Morning Assemblies, monthly calendars, teacher and staff communications, and our marquee. We also communicate all of the events in both English and Spanish when possible.

Our main goal this year is to communicate to our parents/guardians and families that parent involvement is a "SAFE" activity that won't result in anything that can compromise the family.

1. This year Parent Workshops are being planned in collaboration with the district's Family and Community Engagement Department.
2. We will continue to hold SGT, SSC, and establish an ELAC parent team.
3. We will also work on increasing the number of parents that volunteer at our school.

In order to encourage participation in groups such as ELAC and SSC, we utilized funds for child-care expenses and light refreshments.

Parent communication is facilitated through funding for duplication services of items such as the yearly parent handbook and flyers for special events.

Parent workshops will be enhanced through funding for basic supplies such as paper, writing utensils, books, and binders.

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

For the 22-23 school year, with community and families now able to access the school site for in-person meetings and trainings, we will be holding in-person Chat and Chew with Admin, FSA, and other pertinent staff depending on the content of the Chat and Chews. In addition, we be contacting the district's Family and Community Engagement Department to provide in-person trainings for our parents once parents are surveyed to find out topics and content they want to receive more information around.

***Changes**

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

We will be collaborating with our Family Engagement Department to provide parent trainings and workshops for our families.

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

***Identified Need**

The basis for establishing our goal is driven by the category of "Parental Involvement" on the Cal Schools Parent Survey 2021-22 under the specific questions of:

- School allows input and welcomes parents' contributions
- School encourages me to be an active partner with the school in educating my child
- School actively seeks the input of parents before making important decisions
- Parents feel welcome to participate at this school

Although we have a good percentage of parents who agree or strongly agree that our school makes them feel included and involved, we would like to see

*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Volunteers	Increase the number of volunteers to support student activities.	10	30	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents to Attend in a school or class event based on California School Parent Survey	15	30	Other - Describe in Objective

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All Families

***Strategy/Activity - Description**

CAPACITY BUILDING THROUGH PARENT WORKSHOPS

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities:

- The school will seek out opportunities for parent workshops through the district and community.
- Presenters will be arranged to provide workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results", etc.
- School site has monthly Coffee with the Principal where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Coffee with the Principal throughout the year include:
 - Title 1 Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Safety Plan
 - Explaining the role of support staff (counselor, resource teacher, PE teacher)
 - Health and Wellness (RJP/SEL)

POSTAGE :

Home/school communication is often handled via US mail to inform parents of student and school related information.

INSERVICE SUPPLIES:

Inservice supplies such as paper, writing tools, refreshments, paper products, etc. are needed to facilitate the workshops and meetings for a safe, welcoming and inclusive environment.

Fulton K-8 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01191F	Inservice supplies		\$200.00	\$200.00	0119-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent Trainings require refreshments and paper products.
N01195S	Supplies		\$1,403.00	\$1,403.00	0119-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent Trainings require basic supplies such as paper, writing tools, etc.)
N011971	Postage Expense		\$500.00	\$500.00	0119-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage is necessary for Home/School Communication.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A**BUDGET SUMMARY**

Fulton K-8 Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 119,261
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 211,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 48,660
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 48,660

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 43,079
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 43,079

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 211,000

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Fulton K-8	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	1,200.00	0	\$1,200.00
Fulton K-8			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	16,642.00	0	\$16,642.00
Fulton K-8			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	5,000.00	0	\$5,000.00
Fulton K-8			3000 Benefits			0	\$5,438.70
Fulton K-8			4301 Supplies	Supplies	1,998.00	0	\$1,998.00
Fulton K-8			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	800	0	\$800.00
Fulton K-8			5841 Software License	Software License	2,000.00	0	\$2,000.00
Fulton K-8			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	10,000.00	0	\$10,000.00
Fulton K-8		(blank) Total				0	\$43,078.70
Fulton K-8	09800 LCFF Intervention Support Total					0	\$43,078.70
Fulton K-8	30100 Title I Basic Program	School Counselor	1210 Counselor	Counselor	44,771.50	0.5	\$44,771.50
Fulton K-8			3000 Benefits			0	\$23,255.93
Fulton K-8		School Counselor Total				0.5	\$68,027.43
Fulton K-8		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	4,088.00	0	\$4,088.00
Fulton K-8			1260 Counselor Hrly	Counselor Hrly	4,173.00	0	\$4,173.00
Fulton K-8			3000 Benefits			0	\$1,966.95
Fulton K-8			4301 Supplies	Supplies	17,903.00	0	\$17,903.00
Fulton K-8			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	1,000.00	0	\$1,000.00
Fulton K-8			5841 Software License	Software License	10,000.00	0	\$10,000.00
Fulton K-8			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	10,000.00	0	\$10,000.00
Fulton K-8		(blank) Total				0	\$49,130.95
Fulton K-8	30100 Title I Basic Program Total					0.5	\$117,158.38
Fulton K-8	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	1,403.00	0	\$1,403.00
Fulton K-8			4304 Inservice supplies	Inservice supplies	200	0	\$200.00
Fulton K-8			5920 Postage Expense	Postage Expense	500	0	\$500.00
Fulton K-8		(blank) Total				0	\$2,103.00
Fulton K-8	30103 Title I Parent Involvement Total					0	\$2,103.00
Fulton K-8	30106 Title I Supplmnt Prog Imprvmt	School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Fulton K-8			3000 Benefits			0	\$10,866.45
Fulton K-8		School Counselor Total				0.2	\$28,775.05
Fulton K-8		(blank)	1260 Counselor Hrly	Counselor Hrly	2,500.00	0	\$2,500.00
Fulton K-8			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	1,000.00	0	\$1,000.00
Fulton K-8			3000 Benefits			0	\$833.35
Fulton K-8			4301 Supplies	Supplies	15,552.00	0	\$15,552.00
Fulton K-8		(blank) Total				0	\$19,885.35
Fulton K-8	30106 Title I Supplmnt Prog Imprvmt Total					0.2	\$48,660.40

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

FULTON PRE K-8 SCHOOL
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2022-23

In the fall, an annual meeting is held to share with parents a description of the Title I program and its requirements.

Fulton UTK-8 School has developed a written Title I parent and family engagement policy with input from Title I parents. School staff and parents jointly developed and agreed on the policy at SSC meetings that were held.

For the 21-22 School Year, the Title One Family Engagement Policy has been shared with parents of Title I students via Principal’s Zoom with Parents, hard copies sent home, notifications and postings via school messenger and posted on several of our schools Social Media Platforms for our parents and families to access.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- **Our School Site Council provides input and feedback.**
- **This school convenes an annual meeting to inform parent of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The meeting will be during our monthly parent meetings and in their Home Language.**
- **The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings are held in the morning, before school and after school via Zoom to provide parents an equal opportunity to attend.**
- **The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I programs and the Title I parent involvement policy. Parent input opportunities will include: parent meetings, training sessions and meetings and sharing information with the School Site Council (SSC).**

- **All of the input from various stakeholders is compiled and included in the plan.**

To involve parents in the Title I, Part A programs, the following practices have been established:

- **Plan school events that are flexible to parent schedules in order to connect with the families.**
- **Recruit parent volunteers**
- **Encourage parents to the Family Parent Center on the school site**
- **Keep parents informed of educational goals and curriculum at monthly parent meetings.**
- **Provide training and resources to parents, on content standards academic achievement standards, academic assessments/**

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

Add details about the annual meetings in the box below:

- **The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The parents are informed about the meeting via school messenger, and flyers. The meeting is held in the Home Language(s) that parents will understand. Handouts are provided with Title I information and way they can be involved.**

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- **The parents are provided a survey to indicate their preferred time of parent meetings.**
- **Offer the Annual meeting in both the morning and the evening to increase participation.**
- **The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings will be held in the morning before school and after school to provide parents an equal opportunity to attend.**

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A

programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- **Develop the plan with the School Site Council**
- **Receive input from various stakeholders and committees.**
- **Opportunities for parent input on planning, review and improvement of school's Title I programs will include:**
- **Parent meetings**
- **Training sessions**
- **Meetings and sharing information with the School Site Council (SSC)**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- **The school provides parents of Title I students with an explanation of the curriculum used at the school, assessments used to measure student progress, and the proficiency levels students are expected to meet.**
- **Parents will have opportunities to receive student progress information through Back to School Night, Spring Open House, parent meetings, trainings and meetings held in the morning and/or evenings with staff.**

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- **The school provides parent meetings such as Curriculum Night to discuss curriculum used at the school by grade level, assessments used to measure student progress and grade level expectations for success.**
- **During Coffee with the Principal, parents are provided a monthly review on the focus of study each grade level is working on (throughout the year).**
- **The school counselor meets with each classroom quarterly to provide students with grade level expectations in order to keep them on track for graduation requirements.**
- **Teachers inform students about content requirements and expectations and maintain on-going communication about curriculum and learning goals through parent/student portal and phone calls.**

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- **Parents have various opportunities and when requested by participating in parent meetings such as: SSC, SGT, and individual meetings, parent workshops, Curriculum night, response to intervention meetings, special education meetings.**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **The school hosts various monthly g informing parents of various topics regarding student achievement, curriculum, student's success and supports such as:**
 - **Parent workshops every month**
 - **Title I Annual Parent Meeting**
 - **Family Curriculum Night**
 - **Parent Teacher Conferences**
 - **RTI meetings**
 - **Special Education Meetings**
 - **Coffee with the Principal monthly meetings**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **The school will conduct parent surveys to assess what families are already doing and what they need to learn to support learning at home.**
- **Parent training will be in the specific skill areas identified through the survey.**
- **Parent training and information with materials will be provided to help parents support their child learning and improve student achievement.**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **School provides professional development to staff on:**
 - **the value of parent/family involvement;**
 - **outreach, communication, and partnering with parents;**
 - **building ties between the home and the school and strategies for parents to support student achievement and learning at home**

- **Growth Mindset**
- **Social Emotional Learning and Restorative Justice Practices**
- **Diversity and Equity**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **Disseminate to parent information available from parent information and resource centers.**
- **The school provides resources to parents at our open house(s) events.**
- **The school hosts a parent room with various resources, parent meeting and trainings throughout the year from community resources.**

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **The school provides all information related to school and parent programs, meetings and school events in a format and language spoken by families via:**
- **mail, flyers, letters, and school messenger.**
- **Share copies and flyers in our school front office**
- **Post school information and events on school website.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **The school surveys parents to plan and conduct activities to help parents support their child's learning and improve achievement.**
- **The school implements parents trainings based on the results of the survey.**
- **Parents are encouraged to meet with teachers and or school personnel and when requested.**
- **Open door policy for parents to come in and meet and or call.**
- **Teachers communicate via parent/student portal**
- **Coordinated volunteer opportunities on site such as class volunteer, fieldtrip chaperones.**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- **Provide all parents with timely information about schools and students programs and events in the home language when required.**
- **Inform parents of English Learners and Special Needs students on how they can be involved in the education of their children in the home language.**
- **Interpreters for meetings and conferences provided**
- **Translate school flyers and information when needed**
- **Staff members translate and communicate on phone and for conferences**

If the school-wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- **We will gather and address unsatisfactory parent comments on the plan and maintain them on our records and share them with our local educational agency.**
- **This unsatisfactory feedback is also shared with our School Site Council.**

This policy was adopted by Fulton UTK-8 School on October 5, 2022 and will be in effect for the period of October 2022-June 2023.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 5, 2022.

Mr. Emmitt Dodd, Principal

October 6 , 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

FULTON PRE K-8 SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023.

Fulton UTK-8 School distributes to parents and family members of Title I, Part A of Elementary and Secondary Education Act, a School-Parent Compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- **Provide parent training on how to read the CAASPP results of their child.**
- **Meet with parents and counselor to plan educational goals of their child.**
- **Parents meeting with teachers to talk about their child’s progress and what they’re learning.**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Provide parent training, including strategies and resources for communicating with parents about: content standards; expectations for student achievement; and strategies for parents to support student achievement and learning at home.**
- **Develop parent guides and tools to support learning at home.**
- **Disseminate information to families on: academic performance standards, proficiencies, expected skills; school rules; results of assessments; materials and trainings to help parents work with their children.**

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **Focus on building trusting, collaborative relationships among teachers, parents and communities.**
- **Provide support, information and professional development for staff on: the value of parent involvement;**
- **implement parent/family programs, events;**
- **Provide information on strategies and resources for communicating with parents about content standards, expectations for student achievement and strategies for parents to support student achievement and learning at home.**

- **Include information and support to staff about specific strategies for parent involvement during principal’s meetings with staff.**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **Communicate with parents via school messenger/flyers, social media, and other resources available to them to support the education of their children.**
- **Actively solicit support for educational programs for parents.**
- **Provide teachers with lists of available community resources so they are available when meeting with parents.**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **Develop and disseminate critical school and student information to parents in their home language.**
- **Establish and provide a system to support translation and interpretation when holding a parent meeting, IEP, etc.**
- **Provide parent trainings in their home language.**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **Survey parents on what topics/trainings they are interested in that will support student achievement.**
- **Survey families or collect other evaluations throughout the year to evaluate the content and effectiveness of the parent activities and involvements.**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students;

and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **Provide all parents with timely information about schools and students programs and events in the home language when required.**
- **Inform parents of English Learners and Special needs on how they can be involved the education of their children.**

This Compact was adopted by the Fulton UTK-8 School on October 5, 2022, and will be in effect for the period of October 2022 – June 2023.

The school will distribute the Compact to all parents and family members of students participating on, or before October 5, 2022.

Mr. Emmitt Dodd, Principal

October 6, 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fulton
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	244	35.7	227	28.2	238	29.4	215	30.7	163	25.8	-9.9	-4.9	244	29.9	227	27.8	238	23.9	213	26.3	160	16.3	-13.6	-10.0
Female	120	42.5	110	28.2	111	30.6	103	31.1	84	27.4	-15.1	-3.7	120	30.0	109	22.9	111	16.2	101	21.8	83	10.8	-19.2	-11.0
Male	124	29.0	117	28.2	127	28.3	112	30.4	79	24.1	-4.9	-6.3	124	29.8	118	32.2	127	30.7	112	30.4	77	22.1	-7.7	-8.3
African American	101	32.7	86	17.4	81	22.2	61	23.0	35	11.4	-21.3	-11.6	100	24.0	85	16.5	81	14.8	60	18.3	34	8.8	-15.2	-9.5
Asian	1	-	1	-	3	-	14	50.0	6	-	-	-	1	-	1	-	3	-	14	50.0	6	-	-	-
Filipino	10	60.0	12	66.7	14	57.1	14	71.4	21	47.6	-12.4	-23.8	10	70.0	12	75.0	14	50.0	14	57.1	21	33.3	-36.7	-23.8
Hispanic	93	30.1	83	28.9	93	29.0	86	30.2	77	20.8	-9.3	-9.4	94	27.7	84	28.6	93	24.7	85	22.4	76	10.5	-17.2	-11.9
Native American	1	-	1	-	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	6	-	4	-	0	-	-	-	1	-	1	-	6	-	4	-	0	-	-	-
White	4	-	10	10.0	12	16.7	17	5.9	9	-	-	-	4	-	10	10.0	12	0.0	17	11.8	9	-	-	-
Multiracial	20	40.0	20	40.0	19	36.8	18	44.4	15	53.3	13.3	8.9	20	30.0	20	40.0	19	31.6	18	38.9	14	35.7	5.7	-3.2
English Learner	60	6.7	51	5.9	61	3.3	49	4.1	46	8.7	2.0	4.6	61	13.1	51	9.8	61	16.4	49	14.3	46	8.7	-4.4	-5.6
English-Speaking	184	45.1	176	34.7	177	38.4	166	38.6	117	32.5	-12.6	-6.1	183	35.5	176	33.0	177	26.6	164	29.9	114	19.3	-16.2	-10.6
Reclassified†	39	59.0	52	44.2	53	49.1	60	45.0	31	48.4	-10.6	3.4	39	43.6	52	36.5	53	28.3	59	33.9	31	29.0	-14.6	-4.9
Initially Eng. Speaking	145	41.4	124	30.6	124	33.9	106	34.9	86	26.7	-14.7	-8.2	144	33.3	124	31.5	124	25.8	105	27.6	83	15.7	-17.6	-11.9
Econ. Disadv.*	216	33.8	198	26.8	219	28.8	177	30.5	141	23.4	-10.4	-7.1	216	29.2	199	26.1	219	24.2	175	25.1	138	15.2	-14.0	-9.9
Non-Econ. Disadv.	28	50.0	29	37.9	19	36.8	38	31.6	22	40.9	-9.1	9.3	28	35.7	28	39.3	19	21.1	38	31.6	22	22.7	-13.0	-8.9
Gifted	38	65.8	20	60.0	21	61.9	18	72.2	3	-	-	-	38	60.5	20	65.0	21	52.4	18	33.3	3	-	-	-
Not Gifted	206	30.1	207	25.1	217	26.3	197	26.9	160	24.4	-5.7	-2.5	206	24.3	207	24.2	217	21.2	195	25.6	157	15.3	-9.0	-10.3
With Disabilities	45	6.7	41	2.4	44	0.0	38	7.9	44	2.3	-4.4	-5.6	45	4.4	41	0.0	44	9.1	38	10.5	41	2.4	-2.0	-8.1
WO Disabilities	199	42.2	186	33.9	194	36.1	177	35.6	119	34.5	-7.7	-1.1	199	35.7	186	33.9	194	27.3	175	29.7	119	21.0	-14.7	-8.7
Homeless	17	23.5	19	15.8	18	33.3	22	27.3	8	-	-	-	16	18.8	19	21.1	18	22.2	21	23.8	4	-	-	-
Foster	8	-	5	-	1	-	0	-	1	-	-	-	8	-	5	-	1	-	0	-	3	-	-	-
Military	17	58.8	11	27.3	15	33.3	15	26.7	9	-	-	-	17	41.2	11	36.4	15	6.7	15	20.0	7	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fulton
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	49	24.5	38	23.7	40	25.0	0	-	18	16.7	-7.8	-	50	36.0	37	40.5	40	47.5	31	25.8	18	33.3	-2.7	7.5
Female	27	29.6	16	12.5	19	10.5	0	-	12	16.7	-12.9	-	28	28.6	15	20.0	19	31.6	16	37.5	12	25.0	-3.6	-12.5
Male	22	18.2	22	31.8	21	38.1	0	-	6	-	-	-	22	45.5	22	54.5	21	61.9	15	13.3	6	-	-	-
African American	22	22.7	16	12.5	9	-	0	-	3	-	-	-	22	40.9	15	26.7	9	-	5	-	3	-	-	-
Asian	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	3	-	1	-	-	-
Filipino	2	-	2	-	4	-	0	-	1	-	-	-	2	-	2	-	4	-	3	-	1	-	-	-
Hispanic	20	20.0	13	30.8	16	12.5	0	-	12	16.7	-3.3	-	21	33.3	13	46.2	16	43.8	12	16.7	12	16.7	-16.6	0.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	3	-	0	-	0	-	-	-	0	-	0	-	3	-	1	-	0	-	-	-
White	0	-	2	-	4	-	0	-	0	-	-	-	0	-	2	-	4	-	6	-	0	-	-	-
Multiracial	3	-	3	-	3	-	0	-	1	-	-	-	3	-	3	-	3	-	1	-	1	-	-	-
English Learner	19	5.3	14	21.4	16	6.3	0	-	9	-	-	-	20	30.0	14	28.6	16	25.0	10	10.0	9	-	-	-
English-Speaking	30	36.7	24	25.0	24	37.5	0	-	9	-	-	-	30	40.0	23	47.8	24	62.5	21	33.3	9	-	-	-
Reclassified†	2	-	1	-	2	-	0	-	2	-	-	-	2	-	1	-	2	-	5	-	2	-	-	-
Initially Eng. Speaking	28	35.7	23	21.7	22	36.4	0	-	7	-	-	-	28	42.9	22	45.5	22	63.6	16	25.0	7	-	-	-
Econ. Disadv.*	46	23.9	34	23.5	38	26.3	0	-	15	20.0	-3.9	-	47	38.3	33	39.4	38	50.0	26	23.1	15	33.3	-5.0	10.2
Non-Econ. Disadv.	3	-	4	-	2	-	0	-	3	-	-	-	3	-	4	-	2	-	5	-	3	-	-	-
Gifted	6	-	1	-	1	-	0	-	3	-	-	-	6	-	1	-	1	-	1	-	3	-	-	-
Not Gifted	43	20.9	37	24.3	39	25.6	0	-	18	16.7	-4.2	-	44	27.3	36	38.9	39	46.2	30	26.7	18	33.3	6.0	6.6
With Disabilities	45	6.7	7	-	9	-	0	-	1	-	-	-	3	-	7	-	9	-	7	-	1	-	-	-
WO Disabilities	46	26.1	31	29.0	31	32.3	0	-	17	17.6	-8.5	-	47	36.2	30	50.0	31	48.4	24	33.3	17	35.3	-0.9	2.0
Homeless	17	23.5	2	-	3	-	0	-	8	-	-	-	1	-	2	-	3	-	4	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	4	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fulton
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	45	35.6	48	27.1	33	18.2	0	-	30	26.7	-8.9	-	45	33.3	48	31.3	33	27.3	39	43.6	29	17.2	-16.1	-26.4
Female	24	37.5	27	25.9	15	0.0	0	-	14	42.9	5.4	-	24	33.3	27	25.9	15	13.3	21	23.8	14	14.3	-19.0	-9.5
Male	21	33.3	21	28.6	18	33.3	0	-	16	12.5	-20.8	-	21	33.3	21	38.1	18	38.9	18	66.7	15	20.0	-13.3	-46.7
African American	22	27.3	20	20.0	13	7.7	0	-	10	20.0	-7.3	-	22	18.2	20	30.0	13	7.7	9	-	9	-	-	-
Asian	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	1	-	2	-	1	-	0	-	5	-	-	-	1	-	2	-	1	-	2	-	5	-	-	-
Hispanic	12	33.3	20	30.0	10	40.0	0	-	11	27.3	-6.0	-	12	25.0	20	30.0	10	40.0	18	33.3	11	18.2	-6.8	-15.1
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	2	-	0	-	-	-
White	1	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	4	-	2	-	-	-
Multiracial	5	-	3	-	3	-	0	-	2	-	-	-	5	-	3	-	3	-	4	-	2	-	-	-
English Learner	13	15.4	12	0.0	12	0.0	0	-	6	-	-	-	13	15.4	12	0.0	12	33.3	16	25.0	6	-	-	-
English-Speaking	32	43.8	36	36.1	21	28.6	0	-	24	29.2	-14.6	-	32	40.6	36	41.7	21	23.8	23	56.5	23	17.4	-23.2	-39.1
Reclassified†	1	-	9	-	4	-	0	-	5	-	-	-	1	-	9	-	4	-	4	-	5	-	-	-
Initially Eng. Speaking	31	41.9	27	40.7	17	17.6	0	-	19	15.8	-26.1	-	31	38.7	27	37.0	17	17.6	19	52.6	18	5.6	-33.1	-47.0
Econ. Disadv.*	41	34.1	42	23.8	30	16.7	0	-	27	22.2	-11.9	-	41	31.7	42	31.0	30	26.7	34	38.2	26	15.4	-16.3	-22.8
Non-Econ. Disadv.	4	-	6	-	3	-	0	-	3	-	-	-	4	-	6	-	3	-	5	-	3	-	-	-
Gifted	3	-	6	-	21	61.9	0	-	3	-	-	-	3	-	6	-	21	52.4	1	-	3	-	-	-
Not Gifted	42	31.0	42	21.4	33	18.2	0	-	30	26.7	-4.3	-	42	28.6	42	23.8	33	27.3	38	44.7	29	17.2	-11.4	-27.5
With Disabilities	45	6.7	3	-	7	-	0	-	9	-	-	-	8	-	3	-	7	-	9	-	8	-	-	-
WO Disabilities	37	43.2	45	28.9	26	23.1	0	-	21	38.1	-5.1	-	37	40.5	45	33.3	26	34.6	30	46.7	21	23.8	-16.7	-22.9
Homeless	5	-	3	-	2	-	0	-	8	-	-	-	5	-	3	-	2	-	3	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	1	-	1	-	0	-	1	-	-	-	4	-	1	-	1	-	3	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fulton
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	40.4	45	35.6	47	34.0	0	-	30	20.0	-20.4	-	47	31.9	45	31.1	47	29.8	29	31.0	29	10.3	-21.6	-20.7
Female	22	45.5	23	34.8	20	45.0	0	-	16	25.0	-20.5	-	22	36.4	23	26.1	20	25.0	14	14.3	15	6.7	-29.7	-7.6
Male	25	36.0	22	36.4	27	25.9	0	-	14	14.3	-21.7	-	25	28.0	22	36.4	27	33.3	15	46.7	14	14.3	-13.7	-32.4
African American	17	35.3	19	26.3	18	22.2	0	-	7	-	-	-	17	23.5	19	15.8	18	16.7	8	-	7	-	-	-
Asian	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	2	-	1	-	-	-
Filipino	5	-	3	-	2	-	0	-	7	-	-	-	5	-	3	-	2	-	1	-	7	-	-	-
Hispanic	17	41.2	12	25.0	21	42.9	0	-	12	16.7	-24.5	-	17	35.3	12	33.3	21	38.1	10	40.0	11	0.0	-35.3	-40.0
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
White	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	2	-	0	-	-	-
Multiracial	5	-	6	-	2	-	0	-	3	-	-	-	5	-	6	-	2	-	5	-	3	-	-	-
English Learner	10	0.0	9	-	11	9.1	0	-	9	-	-	-	10	0.0	9	-	11	9.1	10	20.0	9	-	-	-
English-Speaking	37	51.4	36	44.4	36	41.7	0	-	21	28.6	-22.8	-	37	40.5	36	38.9	36	36.1	19	36.8	20	15.0	-25.5	-21.8
Reclassified†	9	-	7	-	11	54.5	0	-	3	-	-	-	9	-	7	-	11	54.5	6	-	3	-	-	-
Initially Eng. Speaking	28	42.9	29	41.4	25	36.0	0	-	18	33.3	-9.6	-	28	32.1	29	37.9	25	28.0	13	30.8	17	11.8	-20.3	-19.0
Econ. Disadv.*	40	40.0	41	31.7	46	34.8	0	-	24	16.7	-23.3	-	40	30.0	41	29.3	46	30.4	22	36.4	23	4.3	-25.7	-32.1
Non-Econ. Disadv.	7	-	4	-	1	-	0	-	6	-	-	-	7	-	4	-	1	-	7	-	6	-	-	-
Gifted	10	70.0	2	-	5	-	0	-	1	-	-	-	10	50.0	2	-	5	-	1	-	1	-	-	-
Not Gifted	37	32.4	43	34.9	42	28.6	0	-	29	17.2	-15.2	-	37	27.0	43	27.9	42	23.8	28	28.6	28	10.7	-16.3	-17.9
With Disabilities	11	18.2	11	0.0	5	-	0	-	11	0.0	-18.2	-	11	9.1	11	0.0	5	-	6	-	10	10.0	0.9	-
WO Disabilities	36	47.2	34	47.1	42	38.1	0	-	19	31.6	-15.6	-	36	38.9	34	41.2	42	33.3	23	34.8	19	10.5	-28.4	-24.3
Homeless	17	23.5	6	-	2	-	0	-	2	-	-	-	2	-	6	-	2	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	2	-	0	-	6	-	-	-	4	-	2	-	2	-	1	-	5	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fulton
Grade 6

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	30	16.7	36	30.6	42	33.3	0	-	23	17.4	0.7	-	30	30.0	37	32.4	42	19.0	32	21.9	22	4.5	-25.5	-17.4
Female	15	33.3	17	35.3	23	39.1	0	-	14	14.3	-19.0	-	15	40.0	17	29.4	23	8.7	15	13.3	14	0.0	-40.0	-13.3
Male	15	0.0	19	26.3	19	26.3	0	-	9	-	-	-	15	20.0	20	35.0	19	31.6	17	29.4	8	-	-	-
African American	12	16.7	10	10.0	18	22.2	0	-	4	-	-	-	12	16.7	10	10.0	18	11.1	9	-	4	-	-	-
Asian	0	-	0	-	1	-	0	-	3	-	-	-	0	-	0	-	1	-	3	-	3	-	-	-
Filipino	1	-	4	-	3	-	0	-	3	-	-	-	1	-	4	-	3	-	1	-	3	-	-	-
Hispanic	13	7.7	14	35.7	13	30.8	0	-	10	20.0	12.3	-	13	30.8	15	33.3	13	7.7	15	20.0	10	0.0	-30.8	-20.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	-	1	-	0	-	2	-	-	-	1	-	2	-	1	-	1	-	2	-	-	-
Multiracial	2	-	3	-	4	-	0	-	1	-	-	-	2	-	3	-	4	-	2	-	0	-	-	-
English Learner	7	-	6	-	9	-	0	-	7	-	-	-	7	-	6	-	9	-	6	-	7	-	-	-
English-Speaking	23	21.7	30	36.7	33	42.4	0	-	16	18.8	-2.9	-	23	39.1	31	35.5	33	21.2	26	26.9	15	0.0	-39.1	-26.9
Reclassified†	9	-	13	46.2	9	-	0	-	2	-	-	-	9	-	13	46.2	9	-	10	40.0	2	-	-	-
Initially Eng. Speaking	14	28.6	17	29.4	24	41.7	0	-	14	14.3	-14.3	-	14	35.7	18	27.8	24	20.8	16	18.8	13	0.0	-35.7	-18.8
Econ. Disadv.*	29	17.2	29	31.0	38	34.2	0	-	22	18.2	1.0	-	29	31.0	30	26.7	38	18.4	28	21.4	21	4.8	-26.2	-16.6
Non-Econ. Disadv.	28	50.0	7	-	4	-	0	-	1	-	-	-	1	-	7	-	4	-	4	-	1	-	-	-
Gifted	38	65.8	5	-	4	-	0	-	3	-	-	-	3	-	5	-	4	-	2	-	3	-	-	-
Not Gifted	27	18.5	31	22.6	38	28.9	0	-	23	17.4	-1.1	-	27	29.6	32	28.1	38	15.8	30	20.0	22	4.5	-25.1	-15.5
With Disabilities	45	6.7	7	-	9	-	0	-	9	-	-	-	8	-	7	-	9	-	2	-	8	-	-	-
WO Disabilities	22	22.7	29	37.9	33	42.4	0	-	14	21.4	-1.3	-	22	40.9	30	40.0	33	24.2	30	23.3	14	7.1	-33.8	-16.2
Homeless	17	23.5	3	-	5	-	0	-	2	-	-	-	3	-	3	-	5	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	5	-	0	-	0	-	-	-	2	-	2	-	5	-	0	-	0	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fulton
Grade 7

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	28	32.1	34	29.4	42	33.3	0	-	34	26.5	-5.6	-	28	10.7	34	17.6	42	14.3	39	20.5	34	17.6	6.9	-2.9
Female	11	45.5	18	38.9	16	50.0	0	-	16	31.3	-14.2	-	11	9.1	18	22.2	16	18.8	20	20.0	16	18.8	9.7	-1.2
Male	17	23.5	16	18.8	26	23.1	0	-	18	22.2	-1.3	-	17	11.8	16	12.5	26	11.5	19	21.1	18	16.7	4.9	-4.4
African American	9	-	14	14.3	11	18.2	0	-	6	-	-	-	9	-	14	0.0	11	9.1	14	7.1	6	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	3	-	0	-	-	-
Filipino	0	-	1	-	3	-	0	-	3	-	-	-	0	-	1	-	3	-	4	-	3	-	-	-
Hispanic	12	25.0	14	28.6	20	30.0	0	-	17	11.8	-13.2	-	12	16.7	14	21.4	20	10.0	13	15.4	17	11.8	-4.9	-3.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	2	-	2	-	0	-	3	-	-	-	0	-	2	-	2	-	2	-	3	-	-	-
Multiracial	3	-	2	-	3	-	0	-	5	-	-	-	3	-	2	-	3	-	3	-	5	-	-	-
English Learner	7	-	5	-	8	-	0	-	11	0.0	-	-	7	-	5	-	8	-	5	-	11	0.0	-	-
English-Speaking	21	42.9	29	34.5	34	41.2	0	-	23	39.1	-3.8	-	21	14.3	29	20.7	34	17.6	34	23.5	23	26.1	11.8	2.6
Reclassified†	7	-	12	58.3	14	50.0	0	-	9	-	-	-	7	-	12	25.0	14	21.4	14	28.6	9	-	-	-
Initially Eng. Speaking	14	28.6	17	17.6	20	35.0	0	-	14	42.9	14.3	-	14	7.1	17	17.6	20	15.0	20	20.0	14	28.6	21.5	8.6
Econ. Disadv.*	23	30.4	31	29.0	35	31.4	0	-	29	20.7	-9.7	-	23	8.7	32	15.6	35	11.4	33	21.2	29	20.7	12.0	-0.5
Non-Econ. Disadv.	5	-	3	-	7	-	0	-	5	-	-	-	5	-	2	-	7	-	6	-	5	-	-	-
Gifted	5	-	3	-	7	-	0	-	1	-	-	-	5	-	3	-	7	-	3	-	1	-	-	-
Not Gifted	23	21.7	31	29.0	35	28.6	0	-	33	24.2	2.5	-	23	0.0	31	16.1	35	8.6	36	19.4	33	15.2	15.2	-4.2
With Disabilities	9	-	6	-	8	-	0	-	10	0.0	-	-	9	-	6	-	8	-	7	-	10	0.0	-	-
WO Disabilities	19	42.1	28	35.7	34	41.2	0	-	24	37.5	-4.6	-	19	15.8	28	21.4	34	17.6	32	25.0	24	25.0	9.2	0.0
Homeless	17	23.5	3	-	3	-	0	-	2	-	-	-	2	-	3	-	3	-	5	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	1	-	0	-	2	-	-	-	3	-	3	-	1	-	5	-	2	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fulton
Grade 8

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	45	57.8	26	19.2	34	29.4	0	-	28	42.9	-14.9	-	44	29.5	26	3.8	34	2.9	43	16.3	28	17.9	-11.6	1.6
Female	21	66.7	9	-	18	33.3	0	-	12	33.3	-33.4	-	20	25.0	9	-	18	0.0	15	20.0	12	0.0	-25.0	-20.0
Male	24	50.0	17	23.5	16	25.0	0	-	16	50.0	0.0	-	24	33.3	17	5.9	16	6.3	28	14.3	16	31.3	-2.0	17.0
African American	19	63.2	7	-	12	33.3	0	-	5	-	-	-	18	27.8	7	-	12	0.0	15	6.7	5	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	3	-	1	-	-	-
Filipino	1	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	3	-	2	-	-	-
Hispanic	19	47.4	10	20.0	13	15.4	0	-	15	33.3	-14.1	-	19	21.1	10	0.0	13	7.7	17	11.8	15	13.3	-7.8	1.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	1	-	2	-	2	-	0	-	2	-	-	-	1	-	2	-	2	-	2	-	2	-	-	-
Multiracial	2	-	3	-	4	-	0	-	3	-	-	-	2	-	3	-	4	-	3	-	3	-	-	-
English Learner	4	-	5	-	5	-	0	-	4	-	-	-	4	-	5	-	5	-	2	-	4	-	-	-
English-Speaking	41	61.0	21	23.8	29	34.5	0	-	24	45.8	-15.2	-	40	32.5	21	4.8	29	3.4	41	17.1	24	20.8	-11.7	3.7
Reclassified†	11	72.7	10	30.0	13	38.5	0	-	10	60.0	-12.7	-	11	36.4	10	10.0	13	7.7	20	15.0	10	20.0	-16.4	5.0
Initially Eng. Speaking	30	56.7	11	18.2	16	31.3	0	-	14	35.7	-21.0	-	29	31.0	11	0.0	16	0.0	21	19.0	14	21.4	-9.6	2.4
Econ. Disadv.*	37	54.1	21	19.0	32	25.0	0	-	24	41.7	-12.4	-	36	25.0	21	4.8	32	3.1	32	12.5	24	16.7	-8.3	4.2
Non-Econ. Disadv.	8	-	5	-	2	-	0	-	4	-	-	-	8	-	5	-	2	-	11	27.3	4	-	-	-
Gifted	11	72.7	3	-	4	-	0	-	1	-	-	-	11	45.5	3	-	4	-	10	30.0	1	-	-	-
Not Gifted	34	52.9	23	13.0	30	26.7	0	-	27	40.7	-12.2	-	33	24.2	23	0.0	30	0.0	33	12.1	27	14.8	-9.4	2.7
With Disabilities	45	6.7	7	-	6	-	0	-	4	-	-	-	6	-	7	-	6	-	7	-	4	-	-	-
WO Disabilities	39	66.7	19	21.1	28	35.7	0	-	24	50.0	-16.7	-	38	34.2	19	5.3	28	3.6	36	19.4	24	20.8	-13.4	1.4
Homeless	4	-	2	-	3	-	0	-	2	-	-	-	3	-	2	-	3	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	4	-	0	-	0	-	-	-	3	-	2	-	4	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

Fulton K-8 (San Diego, CA)
San Diego Unified

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Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Orange	Yellow
English Learners	Red	Green	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Red	Yellow	None	None	None	None
Socioeconomically Disadvantaged	Red	Yellow	None	None	Orange	Yellow
Students with Disabilities	Orange	Red	None	None	Orange	Orange
African American	Orange	Orange	None	None	Orange	Yellow
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	Orange	Blue	None	None	None	None
Hispanic	Red	Red	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	Red	None	None	None	None

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: FULTON K-8**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1*****Strategy/Activity - Description****COUNSELOR FTE and Counselor Hourly**

For the attendance goal, the counselor facilitates and/or participates in the following:

- Phone Calls and Letters to Parents
- Attendance groups
- Monthly Attendance meetings with students and parents and staff
- Parent meetings and home visits

Playworks Inc:

A contact in playworks Inc to support the development of a school culture that is safe, collaborative and inclusive. A program is very much needed that engage students during play which promotes teamwork, fair play, collaboration, problem solving, conflict resolution and inclusive of all students.

***Proposed Expenditures for this Strategy/Activity**Directions:

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

Guiding Questions:

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

Fulton K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.40000	\$49,823.90	30106-1210	Counselor will support reduction of chronic absenteeism and reduction of suspensions.	Students receive classroom lessons and small group lessons targeting social-emotional wellness and academic mindset. Whole school events made possible only because we have a full-time counselor. Referrals and severity of reasons for referrals has shown improvement. California School climate survey shows excellent results overall and especially in the areas of Anti-Bully, Positive Behavior, Physical safety	Chronic Absenteeism is still a concern. We believe this is the case because greater effort is needed to work on an Attendance Improvement Plan that we can concretely follow and implement.	We will not modify the .3 expenditure so we can continue to maintain 1.0 counselor. We clearly see an even greater need to support students and our families concerning social/emotional issues that have increased tremendously due to the pandemic. No Place for Hate Program. In addition to this, he will be collaborating with district resource teacher to continue our work with students
Counselor Hrly		\$4,999.67	30100-1260	Counselor is needed to support in making home visits before and after contracted hours.			We clearly see an even greater need to support students and our families concerning social/emotional issues that have increased tremendously due to the pandemic

Fulton K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs Less Than \$25K		\$10,000.00	30100-5853	PlayWorks will create safe and engaging outdoor play systems that will result in students wanting to come to school and problem solve to avoid situations that could result in suspensions.	PlayWorks provided us with supports through their weekly PlayWorks online activities and provided a week long Recess Roll		We will be continuing to contract with PlayWorks for the 21-22 School Year as we feel that we were not able to fully take advantage of the services they provide
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Goal 2 - English Language Arts**Strategy/Activity 1*****Strategy/Activity - Description****VISITING TEACHERS FOR GRADE LEVEL COLLABORATIONS/PLC:**

Visiting teachers are difficult to acquire during the 2021-2022 school year. Therefore we are funding visiting teachers when we can acquire them but some dollars from our visiting teacher allocation will be moved to non-classroom teacher hourly so teachers can be paid for their PLC time that they meet after their contracted hours. During their PLC time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

CLASSROOM TEACHER HOURLY:

Hourly pay is available for teachers to support students through a before and/or after school tutoring program in ELA.

ONLINE LANGUAGE ARTS PROGRAMS:

We have purchased software licenses for Spelling City, Learning Upgrade, and Brain Pop ELL, Social Studies Digest, and Mystery Science. These are all online ELA programs that provide opportunities for students to practice their reading and language skills at their particular instructional levels and in varying content areas.

SUPPLIES AND MATERIALS TO SUPPORT ELA:

Guided Reading Materials are essential for teaching Guided Reading within a Balanced Literacy Program. In addition, basic instructional supplies are needed to support our ELA Program. Primary teachers are in greater need of Big Books for Read Alouds and Shared Reading.

PAPER FOR DUPLICATION:

Duplication for instructional support, programs support and home school communication.

Fulton K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$10,654.75	30100-4301	Basic Instructional Supplies are needed for teaching and learning in ELA.			
Software License		\$5,000.00	30100-5841	ELA Software is used to support students with ELA practice and development.	Staff, as well as students, have responded very well to using software programs such as RAZ Kids, Learning A-Z, Spelling City, etc. Students have also shown improvement in ELA based on our FAST data.	We don't have any indicators that show our staff and students, accessing these software programs is being an ineffective practice.	No modifications

Goal 3 - Mathematics**Strategy/Activity 1*****Strategy/Activity - Description****Visiting Teachers for Grade Level Collaboration/PLC/Professional Development**

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times/year. During this time, teachers will analyze math data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. In addition, FAST aMath Professional Development will be provided to teachers.

CLASSROOM TEACHER HOURLY:

Hourly pay is available for teachers to support students through an before and/or after school tutoring program in MATH.

SUPPLIES AND MATERIALS TO SUPPORT MATH:

Manipulatives and basic instructional supplies are needed to support our Math Program. In addition, teachers utilize hard cover journals for math as well as personal student whiteboards and dry eraser markers.

ONLINE MATH PROGRAMS:

Software Licenses to support math practice and interventions are needed.

Paper for Duplication:

Duplication for instructional support, programs support and home school communication.

Fulton K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$10,654.75	30100-4301	Basic supplies are needed to support teaching and learning in Math.			
Software License		\$5,000.00	30100-5841	Students utilized Software for Math to support their practice and development of Math skills and mastery of standards.	Staff, as well as students, have responded very well to using software programs such as Khan Academy, IXL, ST Math, etc. Students have also shown improvement in ELA based on our FAST data.	Indicators show our staff and students, accessing these software programs is being an effective practice.	

Goal 4- Supporting English Learners	
Strategy/Activity 1	
*Strategy/Activity - Description	
<u>TEACHER TRAINING AND STUDENT MONITORING:</u>	
<p>English Learners will be closely monitored for growth on assessments.</p> <ul style="list-style-type: none"> - District assigned ELIRT will provide site support through ELD coaching cycle to monitor LTELs and ALTELs - dELD Professional development will be provided in collaboration with SDUSD OLA Office. - Grade Level Collaboration/PLC/Professional Development 	
<u>VISITING TEACHERS:</u>	
<p>Visiting teachers are funded so that teachers can meet in daylong grade level collaboration 3times/year in addition to weekly PLCs. During this time, teachers will discuss the progress and instructional needs of English Learners and plan instruction accordingly.</p>	
<u>NON-CLASSROOM TEACHER HOURLY:</u>	
<p>A non-classroom hourly teacher administers initial and summative ELPAC to gather baseline data. Data gathered from ELPAC will be used to determine instructional groupings and subsequent planning and instruction.</p>	
<u>Classroom Teacher Hourly:</u>	
<p>Classroom teacher will push in to support English Learners individually and in small groups.</p>	
<u>Supplies for Classroom:</u>	
<p>Basic Classroom Supplies are needed by English Learners for thier learning.</p>	
*Proposed Expenditures for this Strategy/Activity	
<u>Directions:</u>	
<p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p>	
<u>Guiding Questions:</u>	
<p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>	

Fulton K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$982.44	30100-1157	Teachers need to be paid for PLC work that is held after their contracted hours.	English learners, Struggling readers are in need of additional small group instruction	Participation in ELPAC testing has increased	Modification based on funding for 21-22 school year
Prof&Curriculum Dev Vist Tchr		\$4,897.83	30100-1192	Visiting teachers are needed to cover classrooms while teachers meet for PLCs during their work day.	EL students are in need of additional support within the classroom. Instruction is based on analysis of assessment data. Students participating in these small groups are selected based on various data points and teacher recommendation.	Teams are working on improving their common agenda and providing more time for data dives. Teams need to work on developing more rigorous lesson studies	Teachers were unable to meet utilize PLC time along with availability of substitutes, we were unable to use the dollars within this allocation. However we know the value of continuing to support teacher PD through PLCs so we will continue to fund this program for the 22-23 school year.
Supplies		\$10,654.75	30100-4301	Basic supplies are needed to support teaching and learning in Math.			
Non Clsrn Tchr Hrly		\$1,198.10	30106-1957	Teacher will assess English Learners out of the classroom for ELPAC.			

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

SUPPLIES AND MATERIALS:

Instructional supplies to support the Unique Curriculum (TK-8) and to support Community Based Instruction (Gr. 6-8). In addition, technology such as communication devices, chromebooks, iPads, etc. will be purchased to support the needs of our Special Education students.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$10,654.75	30100-4301	Basic supplies are needed to support teaching and learning in Math.	Our teachers utilize support materials such as graph paper, calculators, and I-pad programs to support student learning in mathematics and reading have found these supplies to create greater access for students to learn skills and concepts	PLC teams are working on improving their common agenda and providing more time for data dives. PLCs need to work on developing more rigorous lesson studies and sharing of strong instructional strategies	
Supplies		\$1,290.00	30103-4301	Basic Supplies are needed to support teaching and learning in our Special Education Program.			

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

CAPACITY BUILDING THROUGH PARENT WORKSHOPS

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities:

- The school will seek out opportunities for parent workshops through the district and community.
- Presenters will be arranged to provide workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results", etc.
- School site has monthly Coffee with the Principal where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Coffee with the Principal throughout the year include:
- Title 1 Presentation
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher)
- Health and Wellness (RJP/SEL)

POSTAGE :

Home/school communication is often handled via US mail to inform parents of student and school related information.

INSERVICE SUPPLIES:

In the event that schools re-open to our parents and community, inservice supplies will be utilized for parent workshop and trainings.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Fulton K-8

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		\$200.00	30103-4304	In-service supplies are needed for parent trainings and workshops.	Coffee with the Principal as well as Parent Workshops planned in conjunction with Family and Community Engagement Department provided appropriate materials and supplies for our families.	Work on ways to improve attendance	Modify based on funding and allocations for 22-23 school year.
Postage Expense		\$500.00	30103-5920	Postage is needed for home/school communication and participation.	Communication with our families continues to keep our families connected to school.	NA	We have purchased a large quantity of postage for the 22-23 school year and will probably have to reallocate any dollars that we may have allocated to this account.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Visiting teachers are funded so that teachers can meet in daylong grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. In addition, providing fieldtrip opportunities for ALL of our students, including our English Learners and Students with Disabilities, extends the classroom learning to real world learning, knowledge and applications.

Grade Level Collaboration/PLC

Integrated and Designated ELD Tier One Instruction

Student Monitoring through Student Centered Coaching Cycle Model and English Learner Coaching Cycle Model

Classroom Fieldtrips to enhance the learning experience and connect to real world experiences and applications

Supplies:

Basic supplies are needed to support teaching and learning in classrooms.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$4,123.00	30106-4301	Basic supplies are needed to support teaching and learning in classrooms.			

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

Counseling Support (FTE) and Counselor Hourly

For the attendance goal, the counselor facilitates and/or participates in the following:

- Phone Calls and Letters to Parents
- Attendance groups
- Monthly Attendance meetings with students and parents and staff
- Parent meetings and home visits

Fieldtrips:

Fieldtrips will be scheduled for our Black Youth to visit higher education programs.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Fulton K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.30000	\$37,367.93	30100-1210	Counselor needed to support Black youth in order meet our stated goals of reducing chronic absenteeism and suspensions.	Support for students social and emotional needs.	Chronic Absenteeism is still a concern. We believe this is the case because greater effort is needed to work on an Attendance Improvement Plan that we can concretely follow and implement. This has also been difficult to develop and implement due to school closures and students having the on-line option for learning.	We clearly see an even greater need to support students and our families concerning social/emotional issues that have increased tremendously due to the pandemic No Place for Hate Program.
Interprogram Svcs/Field Trip		\$720.00	30100-5735	Black Youth will attend fieldtrips to higher education program for exposure.		Our students were not able to participate in in-person fieldtrips. They did however participate in virtual fieldtrips at no cost.	Modify based on funding and allocations for 22-23 school year. However, we still value our students to have at least two field trip experience each school year
Counselor Hrly		\$2,995.25	30106-1260	Counselor is needed to conduct home visits before and after work hours.			

What are my leadership strategies in service of the goals?

SCHOOL NAME: FULTON K-8**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800****SCHOOL YEAR: 2021-22****Goal 1 - Safe, Collaborative and Inclusive Culture****Strategy/Activity 1*****Strategy/Activity - Description****COUNSELOR FTE and Counselor Hourly**

For the attendance goal, the counselor facilitates and/or participates in the following:

- Phone Calls and Letters to Parents
- Attendance groups
- Monthly Attendance meetings with students and parents and staff
- Parent meetings and home visits

Playworks Inc:

A contact with PlayWorks Inc to support the development of a school culture that is safe, collaborative and inclusive. A program is very much needed that engage students during play which promotes teamwork, fair play, collaboration, problem solving, conflict resolution and inclusive of all students.

Fulton K-8 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than \$25K		\$10,000.00	09800-5853	PlayWorks will create safe and engaging outdoor play systems that will result in students wanting to come to school and problem solve to avoid situations that could result in suspensions.	PlayWorks provided us with supports through their weekly PlayWorks activities and provided a week long Recess Roll	We will be continuing to contract with PlayWorks for the 22-23 School Year as we feel that we were not able to fully take advantage of the services they provide	

Goal 2 - English Language Arts**Strategy/Activity 1*****Strategy/Activity - Description****VISITING TEACHERS FOR GRADE LEVEL COLLABORATIONS/PLC:**

Visiting teachers are difficult to acquire during the 2021-2022 school year. Therefore we are funding visiting teachers when we can acquire them but some dollars from our visiting teacher allocation will be moved to non-classroom teacher hourly so teachers can be paid for their PLC time that they meet after their contracted hours. During their PLC time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

CLASSROOM TEACHER HOURLY:

Hourly pay is available for teachers to support students through a before and/or after school tutoring program in ELA.

ONLINE LANGUAGE ARTS PROGRAMS:

We have purchased software licenses for Spelling City, Learning Upgrade, and Brain Pop ELL, Social Studies Digest, and Mystery Science. These are all online ELA programs that provide opportunities for students to practice their reading and language skills at their particular instructional levels and in varying content areas.

SUPPLIES AND MATERIALS TO SUPPORT ELA:

Guided Reading Materials are essential for teaching Guided Reading within a Balanced Literacy Program. In addition, basic instructional supplies are needed to support our ELA Program. Primary teachers are in greater need of Big Books for Read Alouds and Shared Reading.

PAPER FOR DUPLICATION:

Duplication for instructional support, programs support and home school communication.

Fulton K-8 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$245.61	09800-1157	Teachers will be paid for PLC time that occurs after their contracted hours.	Struggling readers are in need of additional small group instruction	Students are recommended based on data reviewed in PLCs	Modification based on funding for 22-23 school year.
Prof&Curriculum Dev Vist Tchr		\$9,969.38	09800-1192	Visiting teachers are needed to provide coverage for teachers during PLC time that occurs within their contracted hours.	English learners and struggling readers are in need of additional support within the classroom. Instruction is based upon analysis of assessment data during PLCs. Students participating in these small groups	PLC teams are working on improving their common agenda And providing more time for data dives. PLCs need to work on developing more rigorous lesson studies and sharing of strong instructional strategies	Teachers were able to meet utilize PLC time along with availability of substitutes, we were unable to use the dollars within this allocation. However we know the value of continuing to support teacher PD through PLCs so we will continue to fund this program for the 22-23

Fulton K-8 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	\$4,908.00	09800-4301	Basic Instructional Supplies are needed for teaching and learning in ELA.	ELD Materials are essential for providing ELD instruction. This includes Guided Reading, material ,and basic instructional supplies	Our teachers utilize guided reading books, read aloud books, mentor texts, shared reading texts and independent, leveled reading materials to support balanced literacy	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs.
Software License	\$1,000.00	09800-5841	ELA Software is used to support students with ELA practice and development.	Staff, as well as students, have responded very well to using software programs such as RAZ Kids, Learning A-Z, Spelling City, etc. Students have also shown improvement in ELA based on our FAST data.	Indicators show our staff and students, accessing these software programs is being an effective practice.	No modifications.
Interprogram Svcs/Paper	\$400.00	09800-5733	Paper is needed for duplicating purposes to support ELA teaching and Learning.	Adequate and accessible duplicating paper made it possible for teachers to continue to provide quality teaching and learning experiences for students in ELA.	NA	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for paper based on our current inventory and needs.

Goal 3 - Mathematics**Strategy/Activity 1*****Strategy/Activity - Description****Visiting Teachers for Grade Level Collaboration/PLC/Professional Development**

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times/year. During this time, teachers will analyze math data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. In addition, FAST aMath Professional Development will be provided to teachers.

CLASSROOM TEACHER HOURLY:

Hourly pay is available for teachers to support students through an before and/or after school tutoring program in MATH.

SUPPLIES AND MATERIALS TO SUPPORT MATH:

Manipulatives and basic instructional supplies are needed to support our Math Program. In addition, teachers utilize hard cover journals for math as well as personal student whiteboards and dry eraser markers.

ONLINE MATH PROGRAMS:

Software Licenses to support math practice and interventions are needed.

Paper for Duplication:

Duplication for instructional support, programs support and home school communication.

Fulton K-8 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curricl m Dev Vist Tchr		\$9,969.38	09800-1192	Visiting teachers are needed to cover the classroom teachers when they meet in their PLCs during contracted hours.	English learners and struggling readers are in need of additional support within the classroom. Instruction is based on upon analysis of assessment data during PLCs. Students participating in these small groups are selected based on various data points and teacher recommendation.	PLC teams are working on improving their common agenda And providing more time for data dives. PLCs need to work on developing more rigorous lesson studies and sharing of strong instructional strategies. Our Tiered Instructional Matrix for ELA and Math that we are developing should assist in creating stronger PLC teams.	Teachers were able to meet utilize PLC time along with availability of substitutes, we were unable to use the dollars within this allocation. However we know the value of continuing to support teacher PD through PLCs so we will continue to fund this program for the 22-23 school year.
Non Clsrm Tchr Hrly		\$5,990.50	09800-1957	Teachers need to be paid when they meet for PLCs during hours outside of their contracted time.	Struggling readers are in need of additional small group instruction	Students are recommended based on data reviewed in PLCs	Students are recommended based on data reviewed in PLCs

Fulton K-8 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	\$4,908.00	09800-4301	Basic supplies are needed to support teaching and learning in Math.	Our teachers utilize support materials such as graph paper, calculators, and math manipulatives to support student learning in mathematics and have found these supplies to create greater access for students to learn skills and concept	NA	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs.
Software License	\$1,000.00	09800-5841	Students utilized Software for Math to support their practice and development of Math skills and mastery of standards.	Staff, as well as students, have responded very well to using software programs such as RAZ Kids, Learning A-Z, Spelling City, etc. Students have also shown improvement in ELA based on our FAST data.	Staff and students, accessing these software programs is being an ineffective practice.	No modifications
Interprogram Svcs/Paper	\$400.00	09800-5733	Paper is needed to support teaching and learning in Math.	Adequate and accessible duplicating paper made it possible for teachers to continue to provide quality teaching and learning experiences for students in Math	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for paper based on our current inventory and needs.	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for paper based on our current inventory and needs.

Goal 4- Supporting English Learners**Strategy/Activity 1*****Strategy/Activity - Description****TEACHER TRAINING AND STUDENT MONITORING:**

English Learners will be closely monitored for growth on assessments.

- District assigned ELIRT will provide site support through ELD coaching cycle to monitor LTELs and ALTELs
- dELD Professional development will be provided in collaboration with SDUSD OLA Office.
- Grade Level Collaboration/PLC/Professional Development

VISITING TEACHERS:

Visiting teachers are funded so that teachers can meet in daylong grade level collaboration 3times/year in addition to weekly PLCs. During this time, teachers will discuss the progress and instructional needs of English Learners and plan instruction accordingly.

NON-CLASSROOM TEACHER HOURLY:

A non-classroom hourly teacher administers initial and summative ELPAC to gather baseline data. Data gathered from ELPAC will be used to determine instructional groupings and subsequent planning and instruction.

Classroom Teacher Hourly:

Classroom teacher will push in to support English Learners individually and in small groups.

Supplies for Classroom:

Basic Classroom Supplies are needed by English Learners for their learning.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$245.61	09800-1157	Classroom Teacher will push in to support English Learners individually and in small group for instruction.	Struggling readers are in need of additional small group instruction.	Students are recommended based on data reviewed in PLCs.	Modification based on funding for 22-23 school year.

What are my leadership strategies in service of the goals?