

Consolidated Program Assurances



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| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p> |
| <p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p> |
| <p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p> |
| <p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p> |
| <p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p> |
| <p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p> |
| <p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p> |
| <p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p> |

School Site Council

| School Site Council List | | | | | |
|---------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Xee Moua | X | | | | |
| 2. Chairperson – Blanca Ledesma | | X | X | | |
| 3. Ashley Velasco | | X | | | |
| 4. Imelda Rodriguez | | | X | | |
| 5. Christina Pineda | | | | X | |
| 6. Gloria Herrera | | | | X | |
| 7. Noemi Rodriguez | | | | X | |
| 8. Blanca Martinez | | | | X | |
| 9. Lorena Ramirez | | | | X | |
| 10. Dalia Valenzuela | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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

Required Signatures

| School Name: Hidalgo Elementary | | | |
|---|-------------------------|---|-------------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Xee Moua |  | 4/4/24 |
| SSC Chairperson | Blanca Ledesma |  | 4/10/24 |

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

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

FY 2024/25

Hidalgo - 0215

ON-SITE ALLOCATION

| | | |
|------|-----------------------------------|------------|
| 3010 | Title I | \$74,115 * |
| 7090 | LCFF Supplemental & Concentration | \$232,126 |
| 7091 | LCFF for English Learners | \$122,688 |

TOTAL 2024/25 ON-SITE ALLOCATION

\$428,929

| | |
|---|-----------------|
| * These are the total funds provided through the Consolidated Application | |
| * Title I requires a specific investment for Parent Involvement | |
| Title I Parent Involvement - Minimum Required | \$2,196 |
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$71,919</u> |
| Total Title I Allocation | \$74,115 |

Hidalgo Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|-----------|-----------|-----------|
| SBAC ELA - Average distance from standard | ✓ | -90 pts | -86.8 pts | 2023-2024 | -71.8 pts |
| SBAC ELA - percentage of students met/exceeded standard | ✓ | 23 % | 15.7 % | 2023-2024 | 20.7 % |
| SBAC Math - Average distance from standard | ✓ | -98 pts | -89.1 pts | 2023-2024 | 74.1 pts |
| SBAC Math - percentage of students met/exceeded standard | ✓ | 21 % | 17.4 % | 2023-2024 | 22.4 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

2023 SBAC the percentage of current students exceed/met standard in ELA is 14.91% (31 students) and Math is 15.39% (32 students).

2022 SBAC ELA

- 4.33% Standard Exceeded (9 students)
- 10.58% Standard Met (22 students)
- 18.27% Standard Nearly Met (38 students)
- 66.83% Standard Not Met (139 students)

2022 SBAC Math

- 4.33% Standard Exceeded (9 students)
- 11.06% Standard Met (23 students)
- 24.04% Standard Nearly Met (50 students)
- 60.58% Standard Not Met (126 students)

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

In 2022-2023 55.8% (266 students) at two or more grade levels below on iReady reading D1. In D2 that percentage has decreased to 45.17% (229 students). In 2023-2024, 57.32% (298 students) at two or more grade levels below on iReady reading D1. In D2 that percentage has decreased to 44.08% (201 students).

iReady Reading D2 groups:

- RFEP- 21.88%1+ above, 50%on level, 18.75%1 below, and 9.39%2+ below
- EL- 2.43%1+ above, 8.5%on level, 37.65%1 below, and 51.42%2+ below
- SDC- 12.82%on level, 12.82%1 below, 74.36%2+ below
- SWD- 1.49%1+ above, 11.11%on level, 22,22%1 below, and 65.28%2+ below
- SED- 3.79%1+ above, 12,97%on level,37.92%1 below, and 45.31%2+ below

iReady Math D2 groups:

- RFEP- 9.69%1+ above, 32.26%on level, 48.39%1 below, and 9.69%2+ below
- EL- 2.43%1+ above, %04.90 n level, 48.98%1 below, and 51.44.9% 2+ below
- SDC- 5.41%on level, 18.92%1 below, 75.68%2+ below
- SWD- 8.25%on level, 28.99%1 below, and 63.77% 2+ below

iReady reading D2 -Proficiency 2023-24 21.77%% (85 students) are on or above grade level. In 2022-23 13.02% (66 students) are on or above grade level; an increase of 8.75% (19 students)

- 18.02% (66 students) are on level.
- 3.75% (19 students) are 1+ above.
- Kinder -14%
- 1st-16.2%
- 2nd- 15.79%
- 3rd- 18.75%
- 4th- 6.5%
- 5th- 15.86%
- 6th- 9.38%

iReady math D2 -Proficiency in 2023-24 is 13.59% (62 students), in 2022-23 16.77%% (75 students) are on or above grade level, a decrease of 3.18% (13 students).

- 8.77% (40 students) are on level.
- 4.82% (22 students) are 1+ above.
- Kinder-12.5%
- 1st- 8.96%
- 2nd- 7.06%
- 3rd- 9.52%
- 4th- 11.85%
- 5th- 12.2
- 6th- 11.48%

3rd-6th students- 2023-24 16.93% (53 students), 2022-23 11.8% (60 students) are on or above grade level on iReady reading.

iReady D2 proficiency levels is due to the following reasons:

- Implementation of GVC and foundational reading skills instruction in TK-2
- Admin team focused on Tenet 1 and Tenet 2 of the IPG to walk classrooms to collect trend data. With 125 active IEPs and initial IEPs, it has been a challenge to provide face to face feedback, reflection and planning with teachers.
- Professional learning using iReady data system/resources and GVC resources to plan instruction. The focus has been on foundational skills, complex text, academic conversations and writing.
- Regional focus on foundational skills in TK-2. Regional Lead Teachers received foundational professional development provided by district ELA

1-2 and 3-6 participation in a 40-minute grade level Response to Intervention and Instruction (RTII)

- All students in K-6 receive 40 minutes of instruction based on their needs according to iReady, Wonders Phonics Assessment and teacher recommendation four days a week. TSA's, six Cullinan Education teachers and grade level teachers provide RTII support.
- Opportunities for meeting of RTII Team including teachers to discuss student progress is taking place during PLC times and during sub release days (once a quarter).

Computer literacy

- Use of computer to support student learning: iReady ELA and Math pathways, Wonders Online assignments, math trainer, Reflex Math, iStation, and IXL Math.

Morning/after school tutoring/intervention

- SED- 2.23% 1+ above, 8.69% on level, 47.68% 1 below, and 41.41% 2+ below

2023 SBAC ELA:

- EL- 5.21% Met/Exceeded (5 students)
- Foster Youth- 0% Met/Exceeded
- SWD- 3.85% Met/Exceeded (1 student)
- SED- 15.2% Met/Exceeded (31 students)
- African American- 0% Met/Exceeded
- Asian- 8.33% Met/Exceeded (2 students)
- Hispanic- 16% Met/Exceeded (26 students)

According to the California Dashboard, 99% of students enrolled are socioeconomically disadvantaged, 50.5% are English Learners and 2% are classified as foster youth. Of the 50.5% English Learners, 45.1% are making progress towards English language proficiency (decrease of 11.2%)

Chronic absenteeism is a huge factor in student performance. California Dashboard rates Hidalgo as very high with 36.7% chronically absent. Although chronic absenteeism has decreased from 17.7% decrease in severely chronic in 2021-22 to 2022-23.

- EL 24% (-22.9%)
- SWD- 47.6% (-17.5%)
- SED- 36.9 (17.7%)
- African American- 71.4% (-12.4%)
- Asian- 27.3% (-27%)
- Hispanic- 35.2% (-17%.3)

California Dashboard rates Hidalgo as medium in suspension rates with 2.6% suspended at least one day.

- African American- very high with 15.4% suspended at least one day. 42.86% Power BI
- SWD- 8.8%
- Hispanic- 4.4%

Students with disabilities account for 18% of the student body- Hidalgo has a total of 112/617 students (18%)

PreK-6th grade students with an active IEP. Teacher attendance in SDC and RSP in s been a challenge in keeping instruction consistent for students.

- With the extra 30 minutes of instruction in the first semester, there was not an interest in morning/afterschool tutoring/intervention programs.

Hidalgo continues to be provided with three Reading Interventionist from Cullinan Education Center, who work with small groups of students during the afterschool program. The Reading interventionist provides service for a total of 73 students in grades K-3 in the first semester.

iReady Math D2 Proficiency In 2022-2023 10.78% (54 students) are on or above grade level. In 2021-2022 9.52% (46 students) are on or above grade level; an increase of 1.26% (8 students).

In 2022-2023 8.98% (45 students) of 3-6 are on or above grade level and in 2021-2022. In 2022-2023 8.98% (45 students) of 3-6 are on or above grade level and in 2021-2022 5.79% (28 students) are on or above grade level; an increase of 3.19% (17 students).

Engagement in comprehensive math program focused on Focus, Coherence, and Rigor

Tier 1 and Tier 2 math instruction within the classroom

Computer literacy

- 4-6 Grade Teachers participated in Math Lesson Design (MLD) professional learning. Morning/afterschool tutoring/intervention
- Use of adaptive resources such as Khan Academy and Prodigy to provide personalized learning and reteach.

**Students have been making progress in their growth towards being on grade level.

Reading D1 D2

- 2+Below 57.32% (278 students) 44.08% (201 students)
- 1 Below 36.29% (174 students) 42.32% (193 students)
- On Level 4.54% (22 students) 8.7% (40 students)
- 1+Above 1.86% (9 student) 4.82% (22 student)

Math D1 D2

- 2+Below 54.4% (276 students) 38.76% (193 students)
- 1 Below 42.21% (214 students) 50.8% (253 students)
- On Level 2.76% (13 students) 7.43% (37 students)
- 1+Above .59% (3 students) 3.01% (15 student)

iReadyD2 Reading and Math Percentage of students met typical and stretch growth:

Reading 2023-2024

Typical Growth-55% /Stretch Growth

- <=19 32% /40%
- 20-39 9% / 20%
- 40-59 12% / 18%
- 60-79 11% /10%
- 80-99 8% / 5%
- 100+ 28% / 7%

Math 2023-2024

Typical Growth 48% /Stretch Growth

- <=19 30% /38%
- 20-39 14% / 21%
- 409 15% / 18%
- 60-79 10% /12%
- 80-99 7% / 5%
- 100+ 25% / 6%

School wide incentives for making one grade level growth, on grade level, met typical growth, met stretch growth. Grade level incentives for growth. Academic Awards Assemblies included progress on iReady.

According to the California Dashboard, in ELA Hidalgo had 86.8 points (increase of 12.7 points), in math 89.1 points (increase of 18.8 points) and EL Progress 45.1 points (decrease of 11.2 points).

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Admin team focused on Tenet 1 and Tenet 2 of the IPG to walk classrooms to collect trend data. With 112 active IEPs and initial IEPs, it has been a challenge to provide face to face feedback, reflection and planning with teachers. Students with disabilities account for 18% of the student body- Hidalgo has a total of 112/617 students (18%) PreK-6th grade students with an active IEP. Teacher attendance in RSP has been a challenge in keeping instruction consistent for students.

Although PLCs and individual teachers have been through CCI process and set goals, PLC Data Chats /Grade Level PLC protocol Collection Tool and Individual Teacher Data Chats have not yet been implemented only during the first semester due to the need of PLC planning.

1-6th grade students participated in a 40-minute grade level Response to Intervention and Instruction (RTII) 4/5 days during the week. Day 5 allows TSAs to provide professional learning and classroom assessments. Teachers in grades K-2nd have received the Orton-Gillingham training to support students struggling with foundational skills. In the fall students in K-3rd have received RTII intervention from Cullinan Education Teachers using Orton-Gillingham.

The actions implemented align with the allocation of budget expenditures for the 2023-24 school year. Remaining allocations that were not fully used were reallocated for the purchase of materials.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

PLC and PL will continue to provide focused learning, collaboration with data-based decision making and action planning targeting the TLC, class, and individual student needs. Frequent and consistent PLCs will allow frequent goal setting and cycles of continuous improvement. Three cycles of CCI/Goal Setting PLC data chats and individual data chats will be scheduled into the calendar to reserve subs prior to the start of the year (October, January and April). Teachers/selected teachers will be provided with professional learning using Orton-Gillingham strategies to support 2+ grade level below students struggling in foundational reading skills. Subs for teacher planning and observations will continue to be funded to allow for collaboration and professional development. Corwin will provide PLC+ training for all teachers during the 24-25 school year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Budget Priorities:

- Continue to focus on early literacy skills at Tier I in the classroom and Tier II with targeted support from OG tutors to provide students with reading skills.
- Continue to fund Intervention TSA
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and resources.
- Continue to increase computer engagement and provide technology for students Fund incentives and materials to motivate students.
- Continue with iReady Provide funds for adaptive software in ELA, Math, and ELD.
- Continue with afterschool tutoring for identified students.
- Continue to fund subs to release teachers to plan and observe colleagues.
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and to develop action plans to increase student success.

Budget Priorities:

- Continue to focus on reading to provide students with reading skills Continue to fund Intervention TSA and SEL TSA
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and resources.
- Continue to provide classroom technology.
- Provide incentives and materials to motivate students.
- Continue using iReady for school-wide progress-monitoring metric.
- Provide funds for adaptive software in ELA, Math, and ELD.
- Continue with afterschool tutoring for identified students.
- Continue to fund subs to release teachers to plan and observe colleagues.
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and to develop action plans to increase student success.
- Increase communication about accommodations for ELL/SWD to ELAC.

Budget Priorities:

- Continue to fund a 1.0 FTE Intervention TSA
- Continue to have Intervention TSA provide intervention support for students in grades 3-6.
- Continue to have Designated TSA provide intervention for grades K-3 Start iReady goal setting for students in grades K-6.
- Continue to provide technology web subscriptions support (Seesaw, Nearpod Starfall, RAZ Kids...)
- Continue to work with California Mini-corps Program for intervention and/or provide tutoring support for migrant students.

Action 1

Title: 3-6 ELA/Literacy Program

Action Details:

Hidalgo will implement a comprehensive reading program in grades 3-6 focused on reading strategies and reading comprehension; with the goal of all students moving a least one grade level per year. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for all students struggling with foundational reading skills and reading comprehension.

1. Engage students in lessons focused on high quality text and employ questions and tasks, both oral and written, which integrate the standards and build student's comprehension of the text(s) and its meaning.
2. Utilized the Blended Learning structure to provide instruction with targeted instructional strategies, differentiate instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs. More time will be provided to learn new concepts, more time to practice concepts and acceleration.
3. Reading Strategies to include: Close Reading, Text Dependent Questions, Annotation, Academic Conversations, Making Thinking Visible, and Thinking Skills.
4. Engage students in higher levels of thinking reaching levels 2, 3 and 4 using Webb's Depth of Knowledge (DOK).
5. Engage students in assessments that are standards-based.
6. The school will address learning gaps by focusing instructional strategies for foundational reading skills and reading comprehension. Additionally, we will design professional learning opportunities for teachers based on data trends collected from classroom walk-throughs using the Instructional Practice Guide for literacy, student assessment data and teacher surveys. The focus of ELA instruction and PLC work will address Instructional Practice Guide (IPG) Tenets 2B, 2C, 3 and 4.
 - o **Tenet 2B Challenging Content:** Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
 - o **Tenet 2C Challenging Content:** During foundational skills lessons, does instruction develop skills in service of comprehension?
 - o **Tenet 3 Ownership:** Are students responsible for doing the thinking in this classroom?
 - o **Tenet 4 Every Student:** When students are working to overcome reading gaps, does the lesson address what students need?

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Administrative Team will conduct classroom walkthroughs and observations to provide feedback on instructional practices using the IPG with an emphasis on Tenets 2B, 2C, 3 and 4.

Owner(s):

Administrative Team

Timeline:

Weekly

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

Administrative Team will meet with Lead Teachers monthly to monitor student learning:

- Review school wide and grade level data and progress towards set goals
- Analyze data related to student disproportionality
- Analyze alignment of CFA data to district assessment data (BAS, iReady, and SBAC)
- Utilize data trends to determine professional learning
- Monitor McLane Regional Goals for ELA

Owner(s):

Administrative Team, PLC Teams, McLane Regional Principals

Timeline:

Monthly Scheduled Lead Teacher Meetings, Regional Principal Meetings

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

PLC teams will collaborate and implement a data driven process utilizing State, District, and Site common formative assessments (CFA) data to monitor and implement actions to support student academic achievement.

- Frequent data analysis (iReady, SBAC, FIABs/IABs, and CFAs)
- Progress Monitoring of PS-2nd Foundational Skills data (DRDP, FSA, BAS, iReady)
- Focus standards and instruction
- Create and administer CFAs
- Respond to results by reteaching or enrichment during intervention
- All CFA and IAB data will be tracked for alignment with District/State assessment data

Owner(s):

PLC Teams, Team, Students

Timeline:

Calendared PLC Meetings
Monthly Leader Teacher Meetings
Quarterly progress monitoring

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

Administrative team will analyze trends in State, District, and PLC data for implementation of professional learning and actions to support student achievement.

- State, District and CFA data analysis
- Classroom walkthrough data
- IPG data and calibration
- PLC meeting protocols and data
- Site, Grade Level, and Student goal setting results

Owner(s):

Administrative Team, TSAs, Instructional Coach, Teachers, Students

Timeline:

Weekly Administrative Instructional Support Team Meetings

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

Student Social Emotional Data will be analyzed for targeted support in making sure students are available for learning:

- Student/Staff/Parent Climate and Culture Survey
- Restorative Practice Counselor (RPC) Data
- Tier 2 Instruction and Intervention Data
- Climate and Culture Team (CCT) data analysis
- Multi-Tiered Support Team data and referrals
- Admin and CCT will monitor Tier 1 implementation of Second Step GVC use

Owner(s):

Administrative Team, RPC, SEL TSA, Climate and Culture Specialist, Climate and Culture Team

Timeline:

Monthly CCT meetings, Bi-Weekly MTSS Team meetings

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

1. All 3-6 students will engage in a comprehensive reading program focused on reading strategies and reading comprehension

- 3-6 will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies and reading comprehension.
- Lessons will focus on high quality text and employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text and its meaning.
- Explicit foundational skills lessons being taught are aligned to the reading foundational standards for the grade level.
- Opportunities will be provided for students to practice reading and writing newly acquired skills both in connected text as well as out of context.
- Opportunities will be provided for productive struggle; allowing students to do the thinking.
- Frequent monitoring of student progress using the CAASPP/SBAC, iReady and CFAs (minimum of 4 CFAs per quarter) will determine the content being taught; addressing specific skills and knowledge that holds students back from reading grade-level complex text, such as decoding, fluency or factors that contribute to comprehension.
- Academic Coach will provide professional development and coaching cycles to support implementation of our 3-6 comprehensive reading program.

2. Students in grades 3-6 will participate in a 40-minute grade level Response to Instruction and Intervention (RTII) approach to develop grade level proficient readers. Classroom Teachers will provide Tier 1, Tier 2 and Tier 3 support with Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA and two Teaching Fellows. The RTII Team will include but is not limited to: Principal, Vice Principal, Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA, classroom teachers, two Teaching Fellows and school social worker.

- **Tier 1**-Implementation of reading instruction using the GVC in all 3rd-6th classrooms and differentiated instruction based on student needs during core instruction. 3rd-6th classrooms will utilize the blended learning structure to provide instructions with targeted instructional strategies, differentiated instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs; more time to learn new concepts, more time to practice concepts or acceleration. Supplemental materials will be purchased to support reading instruction in 3rd-6th classrooms.
- **Tier 2**- Opportunities for 40 minutes of RTII time will be provided for all students at least 4 days a week. RTII structure will provide small flexible groupings and deployment opportunities for explicit instruction in foundational reading skills, foundational standards for the grade level, reading fluency and reading comprehension. Students in grades 3rd-6th will participate in grade level RTII during a 40-minute block. Students will be deployed during their designated times to grade level teachers, Designated TSA, 1.0 FTE Intervention TSA, two Teaching Fellows, SEL TSA and social worker. SEL TSA and social worker will provide social emotional learning intervention for identified students in need of social emotional support. Students will be grouped in similar needs and/or reading levels based on multiple measures: iReady, Wonders Phonics Diagnostic Assessment or CFAs. Groups will remain fluid to allow for appropriate targeted foundational reading skills instruction. RTII Team will meet monthly to monitor student progress and make changes to groupings as necessary. Tier 2 instruction and intervention materials will be purchased to support RTII system.
- **Tier 3**- opportunities for targeted pull out/push in intervention support during and/or before/after school focused on reading foundational and comprehension skill gaps. Student in need of intensive support will be referred for potential services through the MTSS Team referral system. MTSS Team meetings will be held bi-weekly to review student referrals and coordinate support services. SST meeting will be scheduled by the MTSS Team and conducted once a month. A roving sub will be provided for teacher participation in SSTs. Students will be identified through the RTII team meetings or the MTSS Team process. Identified students through SSTs will receive targeted intensive non-identified pullout/push in support and progress monitoring provided by the SPED Team as space is available.

4. All students will engage in computer literacy regularly.

- Teachers will provide instruction in using technology platforms such as Teams and Nearpod to promote digital literacy and support student's personalized learning; improving reading foundational skills and reading comprehension.
- Supplemental technology platforms such as Nearpod will be purchased to support personalized learning.
- Additional adaptive instructional computer programs will be purchased to support reading foundational skills and reading comprehension.
- Technology equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy as funds are available.

5. Supplemental service contracts will be provided to certificated/classified staff to provide morning/after-school tutoring/intervention using computer based adaptive online tools such as Khan Academy. Morning/after-school tutoring/intervention adaptive instructional programs and materials will be purchased as funds are available.
6. After-school funds will be used to provide ELA and Math instructional supports, homework assistance and enrichment experiences for participating students in grades TK-6.
7. Certificated Substitutes will be provided to release teachers to attend Student Study Team Meetings.
8. 1.0 FTE TSA to manage EL and RTII interventions, assessments, and support with data chats.

Supplemental Supports requiring Categorical funding:

- A. Certificated substitute teachers will be provided to support teacher short and long-term planning, Professional Learning Communities, data chats, administration of student progress assessments and adapting new technology into the GVC. Subs will also relieve teachers to meet for Student Study Team Meetings, teacher release time for observation of exemplary practices.
- B. Provide print visual support material for English learners, campus beautification, SEL messaging and parent communication.
- C. Supplemental Service Contracts to be offered to Certificated Teachers to provide after-school academic support to at-risk students and extracurricular activities.
- D. Materials and supplies including, but not limited to classroom materials, notebooks, paper, pencils, book sets, dry erase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction. Materials will also be purchased to support classroom SEL needs, such as self-regulation tools, i.e. alternative seating, bean bags, fidgets, visual timers, manipulatives, etc.
- E. ELPAC assessors will be provided to support with individual test proctoring.
- F. Lease a copier to supplement teacher materials printing to support program needs such as EL and DLI.
- G. Language Interpreters will support teachers at school functions such as back-to-school night and parent-teacher conferences.
- H. Noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased and repaired to support instruction.
- I. Additional adaptive instructional computer programs will be purchased to support reading foundational skills, reading comprehension and web subscriptions.
- J. Babysitting will be provided to promote parent participation in school meetings.
- K. Drinks and food snacks will be provided for parent meetings and student incentive events.
- L. Admin certificated substitutes will be provided to allow for planning and development of school-wide professional learning and progress monitor practices in diversity and equity.
- M. 1.0 FTE Home School Liaison (Spanish) provided by district will be bridge communication gaps with parent community and possible.
- N. 1.0 FTE district-funded Campus Safety Assistant will support efforts aimed at decreasing disproportionality, increasing attendance and reducing suspensions.
- O. 1.0 TSA will coordinate and deliver intervention for students in grades 3-6. TSA will also coordinate ELPAC and oversee intervention for EL students and coordinate formative and summative district and state assessments.
- P. 1.0 SEL TSA will provide Tier I and II SEL support. TSA will also coordinate school-wide events to enhance student wellness, community-building and sense of belonging.
- Q. Materials and supplies will be provided to support the arts, music, and all FUSD Goal 2 extra-curricular involvement.
- R. Orton Gillingham tutors will support the Tier II and III reading intervention program through the Cullinan Education Center.
- S. Funds will be provided for maintenance repairs, installations of small-scale upgrades to facilities to adapt the educational setting to support program needs, expansion, and provide inclusivity, and tech repairs to support safety, student achievement and communication with stakeholders.
- T. Custom designed signage will be purchased to support campus culture and communicate school-wide vision and guidelines for success.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

English Learner student population is performing at the orange level according to the CA Dashboard.

- 50.5% of the Hidalgo student population are English Learners

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

Suspension: Current data trends indicate an increase in suspensions when compared to the 2022 and 2023 school year. All Students 4.6% suspended at least one day, an increase of % 2%.

The following groups were identified as RED based on the 2022-2023 California Dashboard:

- 45.1% are making progress towards English language proficiency
- there was an 11.2% decline from 2022-2023

The percent of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level.

The percent of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the summative Alternate ELPAC. points

English Language Arts Data Comparison:

- Current English Learners: 106.8 points below standard, increased 18.2 points
- Recently Reclassified English Learners: 27.6 points above standard, increased 24.3 points
- English Only: 102.6 points below standard, increased 3.2 points

Mathematics Data Comparison:

- Current English Learners: 101.8 points below standard, increased 28.1 points
- Recently Reclassified English Learners: 19.4 points below standard, maintained 0.7 points
- English Only: 103 points below standard, increased 7.6 points

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.

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

7090 or 7091 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, babysitter contracts for parent meetings, and ELPAC assessors.

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

- Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs
- Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework
- Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFAs
- Designated TSA and 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students
- Supplemental Service Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students
- Site licenses for adaptive English language development programs such as Imagine Learning will be purchased to provide extra ELD support for EL students
- Migrant programs and Mini-Corp programs will target EL students.
- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.

- African American 15.4%, an increase of 1.1%
- Hispanic 2.3%, an increase of 2.3%
- Students with Disabilities 8.8%, an increase of 4.4%

The following were groups identified as Orange on the 2022-2023 California Dashboard

- Asian 1.1%, an increase of 1.1%
- English Learners 1.9%, an increase of 1%
- Socioeconomically Disadvantaged 4.5%, an increase of 2%

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.

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

7090 or 7091 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, babysitter contracts for parent meetings, and ELPAC assessors.

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

- The site will partner with DPI to provide mentoring support targeting our student groups in Red (African American, Hispanic and Students with Disabilities).
- The site will use restorative practices to provide opportunities for alternatives to suspensions and reentry conferences.
- Climate and Culture team will meet monthly to address school wide needs based on student needs and data analysis.
- Students will receive Tiered levels of support to ensure academic and social emotional learning gaps are addressed based on student needs and data analysis. Target support will be provided by Teachers, SEL TSA, Restorative Practices Counselor, School Social Worker, Intervention TSA, Designated TSA, and Cullinan Education Tutors.
- Classroom teachers will provide academic and SEL instruction daily using the GVC.
- Teachers will receive PLC+ training provided by the Corwin group funded by the district.
- PLCs will meet weekly to focus around the five foundational questions of a PLC+ team. *Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did benefit?*
- Special Education Teachers will work with their grade level PLCs to provide opportunities for inclusion time with their general education peers.
- Special Education Teachers will collaborate with general education teachers of the same grade level twice per month to co-plan coteaching opportunities and to align to the pacing guide and grade level standards, which are integrated into IEP goals.
- RSP students will meet in small groups with an RSP teacher or Paraprofessional to make progress on

- Lab School instructional support will continue in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
- Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

grade level standards. Testing accommodations for RSP students will be made in general education and/or RSP settings.

Action 2

Title: TK-6 Math Program

Action Details:

Hidalgo will implement a school-wide comprehensive math program focused on the shifts required by the CCSS for mathematics:

1. Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
2. Coherence: The lesson intentionally connect content to appropriate mathematical concepts within and across grades.
3. Rigor: The lesson intentionally targets the aspects) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

Hidalgo will address teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with mathematics by providing professional learning based on trends collected from the Instructional Practice Guide for Math, incorporate Math Lesson Design, student needs and teacher needs.

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

Explain the Progress Monitoring and data used for this Action

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

Administrative Team will meet with Lead Teachers monthly to monitor student learning:

- Review school wide and grade level data and progress towards set goals
- Analyze data related to student disproportionality
- Analyze alignment of CFA data to district assessment data (BAS, iReady, and SBAC)
- Utilize data trends to determine professional learning
- Monitor McLane Regional Goals for Math

Owner(s):

Administrative Team, PLC Teams, McLane Regional Principals

Timeline:

Monthly Scheduled Lead Teacher Meetings, Regional Principal Meetings

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

PLC teams will collaborate and implement a data driven process utilizing State, District, and Site common formative assessments (CFA) data to monitor and implement actions to support student academic achievement.

- Frequent data analysis (iReady, SBAC, FIABs/IABs, and CFAs)
- Progress Monitoring of PS-2nd Foundational Skills data (DRDP, FSA, BAS, iReady)
- Focus standards and instruction
- Create and administer CFAs
- Respond to results by reteaching or enrichment during intervention
- All CFA and IAB data will be tracked for alignment with District/State assessment data

Owner(s):

PLC Teams, Team, Students

Timeline:

Calendared PLC Meetings
Monthly Leader Teacher Meetings
Quarterly progress monitoring

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

Administrative team will analyze trends in State, District, and PLC data for implementation of professional learning and actions to support student achievement.

- State, District and CFA data analysis
- Classroom walkthrough data
- IPG data and calibration
- PLC meeting protocols and data
- Site, Grade Level, and Student goal setting results

Owner(s):

Administrative Team, TSAs, Instructional Coach, Teachers, Students

Timeline:

Weekly Administrative Instructional Support Team Meetings

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

Student Social Emotional Data will be analyzed for targeted support in making sure students are available for learning:

- Student/Staff/Parent Climate and Culture Survey
- Restorative Practice Counselor (RPC) Data
- Tier 2 Instruction and Intervention Data
- Climate and Culture Team (CCT) data analysis
- Multi-Tiered Support Team data and referrals
- Admin and CCT will monitor Tier 1 implementation of Second Step GVC use

Owner(s):

Administrative Team, RPC, SEL TSA, Climate and Culture Specialist, Climate and Culture Team

Timeline:

Monthly CCT meetings, Bi-Weekly MTSS Team meetings

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

Administrative Team will conduct classroom walkthroughs and observations to provide feedback on instructional practices using the IPG with an emphasis on Tenets 2B, 2C, 3 and 4.

Owner(s):

Administrative Team

Timeline:

Weekly

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

1. All students will engage in a comprehensive math program focused on:

- Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
- Coherence: The lesson intentionally connect content to appropriate mathematical concepts within and across grades.
- Rigor: The lesson intentionally targets the aspects) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

2. All students will receive Tier 1 and Tier 2 math instruction within their classroom and have opportunities to engage in Tier 3 math intervention.

- Tier 1- implementation of the GVC and differentiated instruction.
- Tier 2- opportunities for blended learning/personalized learning environment, fluid groupings, grade level deployment, tutorial and co-teaching.
- Tier 3- opportunities for targeted pull out/push in support. Students in need of intensive support will be referred for potential services through MTSS Team referrals. MTSS Team meetings will be held bi-weekly to review student referrals and coordinate services. SST meetings will be scheduled by the MTSS Team and conducted once a month. A roving sub will be provided for teacher participation in SST's.

3. All students will engage in computer literacy regularly. Go! Math personal math trainer will be used to provide students with reteach, practice, acceleration, assessments and personalized learning.

- Online tools such as Think Central and Khan Academy will be used as part of the personalized learning to provide students with a menu of options during blended learning blocks.
- Technology equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy, as funds are available.

4. Academic Coach will provide professional development and coaching cycles to support implementation of comprehensive math program.

- Sub-release time will be provided to allow teachers to participate in MLD coaching cycles, planning and visitations.
- Teachers in grades 3-6 will participate in Math Lesson Design (MLD) professional learning.

5. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using adaptive online programs. Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SWD.

5. Supplemental Service contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning.
6. Adaptive online tools such as Khan Academy and Prodigy will be used to provide personalized learning and reteach. Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and students with disabilities.
7. After school funds will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades TK-6.
8. Certificated substitutes will be provided for teachers to attend Professional Learning and conferences.

Supplemental Supports requiring Categorical funding:

- A. Certificated substitute teachers will be provided to support teacher short and long-term planning, Professional Learning Communities, data chats, administration of student progress assessments and adapting new technology into the GVC. Subs will also relieve teachers to meet for Student Study Team Meetings, teacher release time for observation of exemplary practices.
- B. Provide print visual support material for English learners, campus beautification, SEL messaging and parent communication.
- C. Supplemental Service Contracts to be offered to Certificated Teachers to provide afterschool academic support to at-risk students and extracurricular activities.
- D. Materials and supplies including, but not limited to classroom materials, notebooks, paper, pencils, book sets, dryerase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction. Materials will also be purchased to support classroom SEL needs, such as self-regulation tools, i.e. alternative seating, bean bags, fidgets, visual timers, manipulatives, etc.
- E. ELPAC assessors will be provided to support with individual test proctoring.
- F. Lease a copier to supplement teacher materials printing to support program needs such as EL and DLI.
- G. Language Interpreters will support teachers at school functions such as back-to-school night and parent-teacher conferences.
- H. Noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased and repaired to support instruction.
- I. Additional adaptive instructional computer programs will be purchased to support reading foundational skills, reading comprehension and web subscriptions.
- J. Babysitting will be provided to promote parent participation in school meetings.
- K. Drinks and food snacks will be provided for parent meetings and student incentive events.
- L. Admin certificated substitutes will be provided to allow for planning and development of school-wide professional learning and progress monitor practices in diversity and equity.
- M. 1.0 FTE Home School Liaison (Spanish) provided by district will be bridge communication gaps with parent community and possible.
- N. 1.0 FTE district-funded Campus Safety Assistant will support efforts aimed at decreasing disproportionality, increasing attendance and reducing suspensions.
- O. 1.0 TSA will coordinate and deliver intervention for students in grades 3-6. TSA will also coordinate ELPAC and oversee intervention for EL students and coordinate formative and summative district and state assessments.
- P. 1.0 SEL TSA will provide Tier I and II SEL support. TSA will also coordinate school-wide events to enhance student wellness, community-building and sense of belonging.
- Q. Materials and supplies will be provided to support the arts, music, and all FUSD Goal 2 extra-curricular involvement.
- R. Orton Gillingham tutors will support the Tier II and III reading intervention program through the Cullinan Education Center.
- S. Funds will be provided for maintenance repairs, installations of small-scale upgrades to facilities to adapt the educational setting to support program needs, expansion, and provide inclusivity, and tech repairs to support safety, student achievement and communication with stakeholders.
- T. Custom designed signage will be purchased to support campus culture and communicate school-wide vision and guidelines for success.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

English Learner student population is performing at the orange level according to the CA Dashboard.

- 50.5% of the Hidalgo student population are English Learners
- 45.1% are making progress towards English language proficiency

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

Suspension: Current data trends indicate an increase in suspensions when compared to the 2022 and 2023 school year. All Students 4.6% suspended at least one day, an increase of % 2%.

The following groups were identified as RED based on the 2022-2023 California Dashboard:

- African American 15.4%, an increase of 1.1%

- there was an 11.2% decline from 2022-2023

The percent of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level.

The percent of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the summative Alternate ELPAC. points

English Language Arts Data Comparison:

- Current English Learners: 106.8 points below standard, increased 18.2 points
- Recently Reclassified English Learners: 27.6 points above standard, increased 24.3 points
- English Only: 102.6 points below standard, increased 3.2 points

Mathematics Data Comparison:

- Current English Learners: 101.8 points below standard, increased 28.1 points
- Recently Reclassified English Learners: 19.4 points below standard, maintained 0.7 points
- English Only: 103 points below standard, increased 7.6 points

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.

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

7090 or 7091 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, babysitter contracts for parent meetings, and ELPAC assessors.

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

- Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs.
- Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework.
- Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFA's.
- Designated TSA and 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students.
- Supplemental Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students.
- Site licenses of adaptive English language development programs such as Imagine Learning will be purchased to provide extra ELD support for EL students.
- Migrant programs and Mini-Corp programs will target EL students.
- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
- Academic Coach will provide professional development and coaching cycles to support English Language

- Hispanic 2.3%, an increase of 2.3%
- Students with Disabilities 8.8%, an increase of 4.4%

The following were groups identified as Orange on the 2022-2023 California Dashboard

- Asian 1.1%, an increase of 1.1%
- English Learners 1.9%, an increase of 1%
- Socioeconomically Disadvantaged 4.5%, an increase of 2%

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.

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

7090 or 7091 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, babysitter contracts for parent meetings, and ELPAC assessors.

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

- The site will partner with DPI to provide mentoring support targeting our student groups in Red (African American, Hispanic and Students with Disabilities).
- The site will use restorative practices to provide opportunities for alternatives to suspensions and reentry conferences.
- Climate and Culture team will meet monthly to address school wide needs based on student needs and data analysis.
- Students will receive Tiered levels of support to ensure academic and social emotional learning gaps are addressed based on student needs and data analysis. Target support will be provided by Teachers, SEL TSA, Restorative Practices Counselor, School Social Worker, Intervention TSA, Designated TSA, and Cullinan Education Tutors.
- Classroom teachers will provide academic and SEL instruction daily using the GVC.
- Teachers will receive PLC+ training provided by the Corwin group funded by the district.
- PLCs will meet weekly to focus around the five foundational questions of a PLC+ team. *Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did benefit?*
- Special Education Teachers will work with their grade level PLCs to provide opportunities for inclusion time with their general education peers.
- Special Education Teachers will collaborate with general education teachers of the same grade level twice per month to co-plan coteaching opportunities and to align to the pacing guide and grade level standards, which are integrated into IEP goals.
- RSP students will meet in small groups with an RSP teacher or Paraprofessional to make progress on grade level standards. Testing accommodations for RSP students will be made in general education

Development.

and/or RSP settings.

- Lab School instructional support will continue in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
- Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

Action 3

Title: TK- 2 ELA/Literacy Program

[Action Details:](#)

Tiered Levels of Support:

Hidalgo will implement a PS-2 comprehensive reading program and intervention opportunities with an emphasis on early literacy and foundational skills to develop proficient readers with the capacity to read and comprehend grade level texts. To ensure that students will read and comprehend grade level text, a three-tiered systematic response to instruction, and intervention will be implemented to continually improve ELA/Literacy instruction.

1. Grades TK-2 will provide a Response to Instruction and Intervention (RTII) approach to develop proficient readers by 2nd grade.

- Tier 1- Implementation of Reading Foundational Standards in all TK-2 classrooms utilizing the Guaranteed and Viable Curriculum (GVC).
- Tier 2- Opportunities for differentiated instruction, small flexible groupings and deployment for explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency by frequent monitoring of student progress using RTII system.
- Tier 3- Opportunities for targeted pull out/push-in intervention support during and/or before/afterschool focused on reading foundational skill gaps.

2. Selection of students participating in Tier 2 and RTII Program will be based on multiple measures that diagnose student understanding and working knowledge in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and fluency. Instruction using the GVC will be differentiated to provide students with targeted instruction.

3. The school will address learning gaps by focusing instructional strategies for foundational reading skills and reading comprehension. Additionally, we will design professional learning opportunities for teachers based on data trends collected from classroom walk-throughs using the Instructional Practice Guide for literacy, student assessment data and teacher surveys. The focus of ELA instruction and PLC work will address Instructional Practice Guide (IPG) Tenets 2B, 2C, 3 and 4.

- **Tenet 2B Challenging Content:** Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- **Tenet 2C Challenging Content:** During foundational skills lessons, does instruction develop skills in service of comprehension?
- **Tenet 3 Ownership:** Are students responsible for doing the thinking in this classroom?
- **Tenet 4 Every Student:** When students are working to overcome reading gaps, does the lesson address what students need?

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Administrative Team will meet with Lead Teachers monthly to monitor student learning:

- Review school wide and grade level data and progress towards set goals
- Analyze data related to student disproportionality
- Analyze alignment of CFA data to district assessment data (BAS, iReady, and SBAC)
- Utilize data trends to determine professional learning
- Monitor McLane Regional Goals for ELA:
 - Preschool- By June 2024, 80% of Preschool students will achieve a DRDP rating of "Building Middle", "Building Later" or "Integrating Earlier" on the following five Language and Literacy Development (LLD) measures: LLD 3, 7,8,9, and 10.
 - TK- By June 2024: 85% of TK students will know more than 14 uppercase and lowercase letters, 70% of TK student will recognize 10 or more letter sounds, 85% of TK students will achieve a TK-FSA rating of (Sustaining) on name writing.
 - K- By the end of third iReady administration 77% of kindergarten students will be at or above grade level in the McLane Region.
 - 1st- By the third iReady administration 51% of 1st grade students will be at or above grade level in the McLane Region.

Owner(s):

Administrative Team, PLC Teams, McLane Regional Principals

Timeline:

Monthly Scheduled Lead Teacher Meetings, Regional Principal Meetings

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

PLC teams will collaborate and implement a data driven process utilizing State, District, and Site common formative assessments (CFA) data to monitor and implement actions to support student academic achievement.

- Frequent data analysis (iReady, SBAC, FIABs/IABs, and CFAs)
- Progress Monitoring of PS-2nd Foundational Skills data (DRDP, FSA, BAS, iReady)
- Focus standards and instruction
- Create and administer CFAs
- Respond to results by reteaching or enrichment during intervention
- All CFA and IAB data will be tracked for alignment with District/State assessment data

Owner(s):

PLC Teams, Team, Students

Timeline:

Calendared PLC Meetings
Monthly Leader Teacher Meetings
Quarterly progress monitoring

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

Administrative team will analyze trends in State, District, and PLC data for implementation of professional learning and actions to support student achievement.

- State, District and CFA data analysis
- Classroom walkthrough data
- IPG data and calibration
- PLC meeting protocols and data
- Site, Grade Level, and Student goal setting results

Owner(s):

Administrative Team, TSAs, Instructional Coach, Teachers, Students

Timeline:

Weekly Administrative Instructional Support Team Meetings

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

Student Social Emotional Data will be analyzed for targeted support in making sure students are available for learning:

- Student/Staff/Parent Climate and Culture Survey
- Restorative Practice Counselor (RPC) Data
- Tier 2 Instruction and Intervention Data
- Climate and Culture Team (CCT) data analysis
- Multi-Tiered Support Team data and referrals
- Admin and CCT will monitor Tier 1 implementation of Second Step GVC use

Owner(s):

Administrative Team, RPC, SEL TSA, Climate and Culture Specialist, Climate and Culture Team

Timeline:

Monthly CCT meetings, Bi-Weekly MTSS Team meetings

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

Administrative Team will conduct classroom walkthroughs and observations to provide feedback on instructional practices using the IPG with an emphasis on Tenets 2B, 2C, 3 and 4.

Owner(s):

Administrative Team

Timeline:

Weekly

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

1. TK-2nd grade will Implement a comprehensive reading program with an emphasis on foundational reading skills and early literacy instruction

- Utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies.
- Lessons will focus on high quality text and include questions and tasks which integrate the standards and build students' comprehension of the text and its meaning
- Explicit foundational skills lessons being taught are aligned to the reading foundational standards for the grade level.
- Opportunities will be provided for students to practice reading and writing newly acquired skills in connected text materials.
- Opportunities will be provided for productive struggle; staging conditions for students to think critically.
- Frequent monitoring of student progress using the TKAIG, FAS, iReady, writing samples, and grade level CFA's will drive the content (minimum of 4 CFAs per quarter)

2. Students in grades TK-2 will participate in a 40-minute grade level Response to Instruction and Intervention (RTII) approach to develop proficient readers by 2nd grade. Classroom Teachers will provide Tier 1, Tier 2 and Tier 3 support with Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA and Cullinan Education Center Tutors (funded by Literacy Grant). The RTII Team will include but is not limited to: Principal, Vice Principal, Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA classroom teachers,

- **Tier 1**-Implementation of Reading Foundational Standards instruction using the GVC in all PS-2 classrooms and differentiated instruction based on student needs during core instruction. TK-2 classrooms will utilize the blended learning structure to provide instructions with targeted instructional strategies, differentiated instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs; more time to learn new concepts, more time to practice concepts or acceleration. Supplemental materials will be purchased to support reading foundation instruction in TK-2 classrooms.
- **Tier 2**- Opportunities for 40 minutes of RTII time will be provided for all students during at least 4 days a week. RTII structure will small flexible groupings and deployment for explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency by frequent monitoring of student progress. Students in grades TK-2 will participate in grade level RTII during a 40-minute block. Students will be deployed during their designated times to grade level teachers, Designated TSA, Cullinan Education Center Tutors, SEL TSA and social worker. SEL TSA and social worker will provide social emotional learning intervention for identified students in need of social emotional support. Students will be grouped in similar needs and/or reading levels based on multiple measures: iReady, Wonders Phonics Diagnostic Assessment, CFAs, and teacher recommendation. Groups will remain fluid to allow for appropriate targeted foundational reading skills instruction. RTII Team will meet monthly to monitor student progress and make changes to groupings as necessary. Tier 2 instruction and intervention materials will be purchased to support RTII system.
- **Tier 3**- opportunities for targeted pull out/push in intervention support during and/or before/after school focused on reading foundational skill gaps. Student in need of intensive support will be referred for potential services through the MTSS Team referral system. MTSS Team meetings will be held bi-weekly to review student referrals and coordinate support services. SST meeting will be scheduled by the MTSS Team and conducted once a month. A roving sub will be provided for teacher participation in SSTs. Students will be identified through the RTII team meetings or the MTSS Team process. Identified students through SST's will receive targeted intensive non-identified pullout/push in support and progress monitoring provided by the SPED Team as space is available.

3. All students will engage in computer literacy regularly.

- Teachers will provide instruction in using technology platforms such as Teams or Nearpod to promote digital literacy and support student's personalized learning, improving reading foundational skills and reading comprehension.
- Supplemental technology platforms will be purchased to support personalized learning.
- Additional adaptive instructional computer programs will be purchased to support reading foundational skills and reading comprehension.
- Technology and other noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy as funds are available.

4. Supplemental service contracts will be provided to certificated/classified staff to provide morning/after school tutoring/intervention using online adaptive instructional programs such as Khan Academy. Morning/after school tutoring/intervention adaptive instructional programs and materials will be purchased as funds are available.

5.. Continue to partner with Cullinan Education Center Tutors to provide tutoring to TK- 2 students using Orton Gillingham strategies.

6. Professional Learning focus for Grades PK-2 will focus on early literacy and foundational skills to develop proficient readers with the capacity to read and comprehend grade level texts by first grade in alignment with the McLane Regional Goals:

- Preschool- By June 2024, 80% of Preschool students will achieve a DRDP rating of "Building Middle", "Building Later" or "Integrating Earlier" on the following five Language and Literacy Development (LLD) measures: LLD 3, 7,8,9, and 10.
- TK- By June 2024: 85% of TK students will know more than 14 uppercase and lowercase letters, 70% of TK student will recognize 10 or more letter sounds, 85% of TK students will achieve a TK-FSA rating of (Sustaining) on name writing.
- K- By the end of third iReady administration 77% of kindergarten students will be at or above grade level in the McLane Region.
- 1st- By the third iReady administration 51% of 1st grade students will be at or above grade level in the McLane Region.

7. Afterschool funds will be used to provide ELA and Math instructional supports, homework assistance and enrichment experiences for participating students in grades TK-6.

Supplemental Supports requiring Categorical funding:

A. Certificated substitute teachers will be provided to support teacher short and long-term planning, Professional Learning Communities, data chats, administration of student progress assessments and adapting new technology into the GVC. Subs will also relieve teachers to meet for Student Study Team Meetings, teacher release time for observation of exemplary practices.

B. Provide print visual support material for English learners, campus beautification, SEL messaging and parent communication.

C. Supplemental Service Contracts to be offered to Certificated Teachers to provide afterschool academic support to at-risk students and extracurricular activities.

D. Materials and supplies including, but not limited to student incentive events, classroom materials, notebooks, paper, pencils, book sets, dry erase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction. Materials will also be purchased to support classroom SEL needs, such as self-regulation tools, i.e. alternative seating, bean bags, fidgets, visual timers, manipulatives, etc.

E. ELPAC assessors will be provided to support with individual test proctoring.

F. Lease a copier to supplement teacher materials printing to support program needs such as EL and DLI.

G. Language Interpreters will support teachers at school functions such as back-to-school night and parent-teacher conferences.

H. Noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased and repaired to support instruction.

I. Additional adaptive instructional computer programs will be purchased to support reading foundational skills, reading comprehension and web subscriptions.

J. Babysitting will be provided to promote parent participation in school meetings.

K. Drinks and food snacks will be provided for parent meetings and student incentive events.

L. Admin certificated substitutes will be provided to allow for planning and development of school-wide professional learning and progress monitor practices in diversity and equity.

M. 1.0 FTE Home School Liaison (Spanish) provided by district will be bridge communication gaps with parent community and possible.

N. 1.0 FTE district-funded Campus Safety Assistant will support efforts aimed at decreasing disproportionality, increasing attendance and reducing suspensions.

O. 1.0 TSA will coordinate and deliver intervention for students in grades 3-6. TSA will also coordinate ELPAC and oversee intervention for EL students and coordinate formative and summative district and state assessments.

P. 1.0 SEL TSA will provide Tier I and II SEL support. TSA will also coordinate school-wide events to enhance student wellness, community-building and sense of belonging.

Q. Materials and supplies will be provided to support the arts, music, and all FUSD Goal 2 extra-curricular involvement.

R. Orton Gillingham tutors will support the Tier II and III reading intervention program through the Cullinan Education Center.

S. Funds will be provided for maintenance repairs, installations of small-scale upgrades to facilities to adapt the educational setting to support program needs, expansion, and provide inclusivity, and tech repairs to support safety, student achievement and communication with stakeholders.

T. Custom designed signage will be purchased to support campus culture and communicate school-wide vision and guidelines for success.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

English Learner student population is performing at the orange level according to the CA Dashboard.

- 50.5% of the Hidalgo student population are English Learners
- 45.1% are making progress towards English language proficiency
- there was an 11.2% decline from 2022-2023

The percent of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level.

The percent of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the summative Alternate ELPAC. points

English Language Arts Data Comparison:

- Current English Learners: 106.8 points below standard, increased 18.2 points
- Recently Reclassified English Learners: 27.6 points above standard, increased 24.3 points
- English Only: 102.6 points below standard, increased 3.2 points

Mathematics Data Comparison:

- Current English Learners: 101.8 points below standard, increased 28.1 points
- Recently Reclassified English Learners: 19.4 points below standard, maintained 0.7 points
- English Only: 103 points below standard, increased 7.6 points

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.

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

7090 or 7091 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, babysitter contracts for parent meetings, and ELPAC assessors.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

Suspension: Current data trends indicate an increase in suspensions when compared to the 2022 and 2023 school year. All Students 4.6% suspended at least one day, an increase of % 2%.

The following groups were identified as RED based on the 2022-2023 California Dashboard:

- African American 15.4%, an increase of 1.1%
- Hispanic 2.3%, an increase of 2.3%
- Students with Disabilities 8.8%, an increase of 4.4%

The following were groups identified as Orange on the 2022-2023 California Dashboard

- Asian 1.1%, an increase of 1.1%
- English Learners 1.9%, an increase of 1%
- Socioeconomically Disadvantaged 4.5%, an increase of 2%

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.

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

7090 or 7091 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, babysitter contracts for parent meetings, and ELPAC assessors.

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

- The site will partner with DPI to provide mentoring support targeting our student groups in Red (African American, Hispanic and Students with Disabilities).
- The site will use restorative practices to provide opportunities for alternatives to suspensions and reentry conferences.
- Climate and Culture team will meet monthly to address school wide needs based on student needs and data analysis.
- Students will receive Tiered levels of support to ensure academic and social emotional learning gaps are addressed based on student needs and data analysis. Target support will be provided by Teachers, SEL TSA, Restorative Practices Counselor, School Social Worker, Intervention TSA, Designated TSA, and

- Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs
- Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework
- Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFA's
- Designated TSA and 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students
- Supplemental Service Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students
- Site licenses for adaptive English language development programs such as Imagine Learning will be purchased to provide extra ELD support for EL students
- Migrant programs and Mini-Corp programs will target EL students.
- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
- Academic Coach will provide professional development and coaching cycles to support English Language Development.
- Lab School instructional support will continue in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
- Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

Cullinan Education Tutors.

- Classroom teachers will provide academic and SEL instruction daily using the GVC.
- Teachers will receive PLC+ training provided by the Corwin group funded by the district.
- PLCs will meet weekly to focus around the five foundational questions of a PLC+ team. *Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did benefit?*
- Special Education Teachers will work with their grade level PLCs to provide opportunities for inclusion time with their general education peers.
- Special Education Teachers will collaborate with general education teachers of the same grade level twice per month to co-plan coteaching opportunities and to align to the pacing guide and grade level standards, which are integrated into IEP goals.
- RSP students will meet in small groups with an RSP teacher or Paraprofessional to make progress on grade level standards. Testing accommodations for RSP students will be made in general education and/or RSP settings.

Action 4

Title: Long-Term English Learners

Action Details:

Hidalgo will implement a school wide plan to decrease Long-Term English Learners (LTEL's) and increase the number of students moving up a level by providing ongoing support that aligns EL instruction with State Standards through integrated, designated, and extended learning opportunities.

Teachers will use ELA/ELD State Standards to guide instruction in literacy with integrated ELD and monitoring the implementation of ELA/ELD State Standards, Frameworks, and instruction LTEL's will be targeted for reading intervention opportunities.

Academic Coach and District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with admin/teacher teams to accelerate student progress and reclassification. 1.Coaching Cycle for teachers 2. Provide staff development of state standards and effective instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI, and California School Dashboard data will be utilized to monitor progress towards meeting the EL Reclassification goals.
2. Teachers will utilize the ELPAC Progress Monitoring Status Report from ATLAS and Ellevation to monitor growth and gaps for EL students.
3. Teachers will conduct ongoing data chats with our EL students to identify gaps in meeting Reclassification criteria.
4. Annual ELPAC assessments will be utilized to monitor student progress and used to provide extra support for EL's in the area of reading, writing, listening and speaking.
5. Teachers will monitor students who have been reclassified from English Learner to Reclassified-Fluent English Proficient (R-FEP). Monitoring student progress is intended to ensure that reclassified students continue to excel academically at the beginning of each quarter.

Owner(s):

1. Principal/Vice Principal, TSA, ILT and CCT
2. Vice Principal, Teachers
3. Teachers
4. Vice Principal, TSA and Resource Teacher
5. TSA, Teachers
6. Vice Principal, Teachers

Timeline:

1. Monthly
2. Quarterly
3. Ongoing
4. September and January
5. Monthly
6. Quarterly

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

1. Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language.
2. Teachers will use Integrated ELD strategies, the ELA/ELD State Standards, and district adopted curriculum (GVC) to provide Tier 1 instruction in English Language Development for all EL students.
3. All Teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.
4. Identified EL students will be given access to Tier 2 online adaptive software tools to develop language and literacy concepts, basic vocabulary, academic language, grammar, phonological awareness, phonics and fluency during blended learning blocks in support of personalized learning. Identified at-risk and LTEL students will have opportunities to participate in before or after school sessions provided by certificated/classified staff.
5. A schoolwide assembly (*English Learner Goal Setting Assembly*) will be implemented for all EL students in January to ensure our EL understand the purpose of the ELPAC, their personal goal, and the schoolwide goal. Additionally, the assembly will celebrate and highlight our EL student's language assets as students that speak more than one language (*English Learner California Roadmap Principle #1*).
6. Targeted EL students in grades 4th-6th who are identified as long-term or at-risk will receive Tier 2 pull out ELD instruction focused on reading, speaking and listening standards provided by the 1.0 FTE Intervention TSA and designated TSA.
7. After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation data and data collected from teachers will be used to identify the cohort of students that will receive additional support after school.
8. EL students will engage in computer literacy regularly in the classroom. Designated Schools TSA will provide instructional support in using online program/software to promote digital literacy and support student's personalized learning. Online tools and other software will be purchased to develop language and literacy concepts and reading comprehension. Technology equipment such as computers, tablets, computer carts and any technology related equipment will be purchased to support computer literacy and English Language Development.
9. Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.
10. Supplemental service contracts will be provided to certificated and classified staff to provide a morning or after school EL intervention using online learning platforms. Online tools will be purchased to support English Language Development of identified at-risk and LTEL students.

Supplemental Supports requiring Categorical funding:

- A. Certificated substitute teachers will be provided to support teacher short and long-term planning, Professional Learning Communities, data chats, administration of student progress assessments and adapting new technology into the GVC. Subs will also relieve teachers to meet for Student Study Team Meetings, teacher release time for observation of exemplary practices.
- B. Provide print visual support material for English learners, campus beautification, SEL messaging and parent communication.
- C. Supplemental Service Contracts to be offered to Certificated Teachers to provide afterschool academic support to at-risk students and extracurricular activities.
- D. Materials and supplies including, but not limited to classroom materials, notebooks, paper, pencils, book sets, dryerase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction. Materials will also be purchased to support classroom SEL needs, such as self-regulation tools, i.e. alternative seating, bean bags, fidgets, visual timers, manipulatives, etc.

- E. ELPAC assessors will be provided to support with individual test proctoring.
- F. Lease a copier to supplement teacher materials printing to support program needs such as EL and DLI.
- G. Language Interpreters will support teachers at school functions such as back-to-school night and parent-teacher conferences.
- H. Noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased and repaired to support instruction.
- I. Additional adaptive instructional computer programs will be purchased to support reading foundational skills, reading comprehension and web subscriptions.
- J. Babysitting will be provided to promote parent participation in school meetings.
- K. Drinks and food snacks will be provided for parent meetings and student incentive events.
- L. Admin certificated substitutes will be provided to allow for planning and development of school-wide professional learning and progress monitor practices in diversity and equity.
- M. 1.0 FTE Home School Liaison (Spanish) provided by district will be bridge communication gaps with parent community and possible.
- N. 1.0 FTE district-funded Campus Safety Assistant will support efforts aimed at decreasing disproportionality, increasing attendance and reducing suspensions.
- O. 1.0 TSA will coordinate and deliver intervention for students in grades 3-6. TSA will also coordinate ELPAC and oversee intervention for EL students and coordinate formative and summative district and state assessments.
- P. 1.0 SEL TSA will provide Tier I and II SEL support. TSA will also coordinate school-wide events to enhance student wellness, community-building and sense of belonging.
- Q. Materials and supplies will be provided to support the arts, music, and all FUSD Goal 2 extra-curricular involvement.
- R. Orton Gillingham tutors will support the Tier II and III reading intervention program through the Cullinan Education Center.
- S. Funds will be provided for maintenance repairs, installations of small-scale upgrades to facilities to adapt the educational setting to support program needs, expansion, and provide inclusivity. and tech repairs to support safety, student achievement and communication with stakeholders.
- T. Custom designed signage will be purchased to support campus culture and communicate school-wide vision and guidelines for success.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

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- 50.5% of the Hidalgo student population are English Learners
- 45.1% are making progress towards English language proficiency
- there was an 11.2% decline from 2022-2023

The percent of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level.

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- Current English Learners: 106.8 points below standard, increased 18.2 points
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- Current English Learners: 101.8 points below standard, increased 28.1 points
- Recently Reclassified English Learners: 19.4 points below standard, maintained 0.7 points
- English Only: 103 points below standard, increased 7.6 points

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

Suspension: Current data trends indicate an increase in suspensions when compared to the 2022 and 2023 school year. All Students 4.6% suspended at least one day, an increase of % 2%.

The following groups were identified as RED based on the 2022-2023 California Dashboard:

- African American 15.4%, an increase of 1.1%
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- Students with Disabilities 8.8%, an increase of 4.4%

The following were groups identified as Orange on the 2022-2023 California Dashboard

- Asian 1.1%, an increase of 1.1%
- English Learners 1.9%, an increase of 1%
- Socioeconomically Disadvantaged 4.5%, an increase of 2%

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

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.

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

7090 or 7091 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.

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

1. Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language.
2. Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs.
 - Integrated and designated ELD instruction in all subject areas and driven by CAELD standards.
3. Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady, writing samples, and grade level CFA's.
4. EL students will be provided with designated ELD instruction during differentiated instructional time.
5. Integrated EL strategies will be used to support students in all content areas.
6. Targeted (long term/at risk) EL students in grades K-6 will receive Tier 2 and 3 intervention supports focused on EL reading, speaking and listening standards provided by the Resource Teacher and or morning/after school EL Specify enhanced services for EL students.
7. Certificated/classified staff to provide a morning and/or after school EL intervention using computer-based programs.
8. ELPAC Progress Monitoring Status Report from ATLAS will be utilized to monitor growth and gaps for EL students. English Learners who have been reclassified R-FEP students will be monitored for continued progress.
9. Teachers will provide ongoing data chats with our EL students to discuss ELPAC results and identify gaps in meeting Reclassification criteria.
10. ELPAC assessors will be provided to administer the ELPAC assessment.
11. Academic Coach will provide professional development and coaching cycles to support English Language Development.
12. EL Services Dept. will continue to provide afterschool intervention specifically targeting LTEL's. Interact Fellows will conduct small group instruction under the guidance and planning of site- funded TSA. TSA will assign prescribed lessons that aim to develop writing and reading comprehension standards that LTEL's struggle to master, for example W.5.9, SL.5.1 and L 5.3.

The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, babysitter contracts for parent meetings, and ELPAC assessors.

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

- The site will partner with DPI to provide mentoring support targeting our student groups in Red (African American, Hispanic and Students with Disabilities).
- The site will use restorative practices to provide opportunities for alternatives to suspensions and reentry conferences.
- Climate and Culture team will meet monthly to address school wide needs based on student needs and data analysis.
- Students will receive Tiered levels of support to ensure academic and social emotional learning gaps are addressed based on student needs and data analysis. Target support will be provided by Teachers, SEL TSA, Restorative Practices Counselor, School Social Worker, Intervention TSA, Designated TSA, and Cullinan Education Tutors.
- Classroom teachers will provide academic and SEL instruction daily using the GVC.
- Teachers will receive PLC+ training provided by the Corwin group funded by the district.
- PLCs will meet weekly to focus around the five foundational questions of a PLC+ team. *Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did benefit?*
- Special Education Teachers will work with their grade level PLCs to provide opportunities for inclusion time with their general education peers.
- Special Education Teachers will collaborate with general education teachers of the same grade level twice per month to co-plan coteaching opportunities and to align to the pacing guide and grade level standards, which are integrated into IEP goals.
- RSP students will meet in small groups with an RSP teacher or Paraprofessional to make progress on grade level standards. Testing accommodations for RSP students will be made in general education and/or RSP settings.

13. Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

14. Admin will provide feedback to Teachers using the updated IPG during Designated and Integrated ELD Instruction and support through EL PL Plan.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|----------------------------------|--------------|---------------------|--------|--|------------|
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for SSTs, G1A3 | 11,944.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and Supplies | 18,858.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Supplemental Office Copier Lease | 3,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Maintenance and Upgrades | 2,000.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admi | Crt Supr-Sub | | | Admin Subs | 2,389.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | : Funds to cover adjustment for CBA Longevity payment agreement. | 4,904.00 |
| G1A2 | Sup & Conc | Instructional Supervision & Admi | Othr Crt-Reg | Teacher, Spec Assgn | 0.4000 | Intervention TSA, G1A4 | 71,682.00 |
| G1A2 | LCFF: EL | Instruction | Mat & Supp | | | : Funds to cover adjustment for CBA Longevity payment agreement. | 7,356.00 |
| G1A2 | LCFF: EL | Other Instructional Resources | Othr Crt-Reg | Teacher, Spec Assgn | 0.6000 | Intervention TSA, G1A4 | 107,521.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 5,700.00 |

\$235,854.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ✓ | 93 % | 87.2 % | 2023-2024 | 93 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Students in grades TK-6 will engage in a variety of district funded field trips, clubs based on student interest, and leadership opportunities to expand student real world learning opportunities.

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

During the 2023-2024 school year, opportunities for student engagement were available for students. Sports, clubs, and field trips were planned, however, there were times where issues such as fingerprinting delays, lack of transportation availability and weather issues interfered with programs. Some of the real-world opportunities also required staff participation on weekends and late afternoons, however staff has not always been available to commit to supervise such trips.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Materials and supplies were funded by the Goal 2 Office. Extra pay contracts are also district-funded. The Afterschool Program continued to employ vendors to provide services to students in the afterschool program.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

During the 24-25 school year, funds will be allocated to specifically support participation in student centered/real world experiences and recruit staff and community members to support these goals.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Budget Priorities:

School site council responded with strong support in staff's efforts to expand student-centered and real-world learning experiences. They applauded teachers who have participated and expanded student centered and real-world learning experiences. They asked that we continue to provide real-world learning experiences for students.

2 ELAC:

Budget Priorities:

ELAC committee was presented Panorama Data. The committee was also pleased to learn that language support services will continue to be provided for 2024-2025. Parents participated in functions that provide real-world learning experiences by acting as chaperones on field trips, hosting Zumba classes during recess, and volunteering at the incentive student store.

An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on February 24, 2024. Communications were sent to parents and staff to invite them to offer input for the 24-25 drafting of the SPSA. 6 drop-in sessions were held during afterschool hours to offer input throughout the early spring.

Additionally, data was shared with Lead Teachers and allocations and actions remain congruent with the staff and community's input.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Budget Priorities:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various meetings.

Staff student-centered and real-world experiences domain is at 87% (0% increase from Fall 2023) and the average for FUSD Elementary Schools is 83%.

The following is how teachers and staff responded to each question:

- 86% Students know how to change and improve based on the feedback they are given.
- 90% Students believe they can overcome challenges in their lives even when things are hard.
- 84% This school teaches lessons in ways that connect to students' lives.
- 86% Students at this school are prepared for life with real-world experiences.

Based on responses, CCT team will continue to provide professional learning to expand student-centered and real-world learning experiences.

Action 1

Title: Self-Directed Learners with Real-World Learning Experiences

[Action Details:](#)

Hidalgo staff will nurture and cultivate self-directed learners by providing real-world learning experiences for all students.

1. School wide implementation of behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention and Restorative Practices will promote social skills, personal responsibility, goal setting and leadership skills.
2. School wide implementation of meaningful work will provide all students with real-world learning experiences.
3. All PK-6 teachers will use the Leader In Me, The 7 Habits of Happy Kids and social storybooks to promote responsibility, planning ahead, respect for others, teamwork and balance. The goal of these books are to create a common language for students to use with staff and parents as they apply the habits to their development as leaders of their own lives.
4. School wide opportunities for all students to engage in college, career and the community: Career Day, Red Ribbon, Read Across America...
5. Partnerships with local community agencies will be established to promote real-world learning experiences. PAL Program, Young Eagles (Aviation Education), Kiwanis Club, Every Neighborhood Partnership, and Feeder Schools' campus clubs.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

1. Data for office referrals will be collected and reviewed by the Climate and Culture Team quarterly.
 - Office Referrals (Levels of Behavior)
 - Office referral rate by teacher analysis.
 - Monthly data collection on suspension.
2. Climate and Culture Team will conduct classroom walkthroughs focusing on implementation of:
 - Second Step Lessons
 - Class Meetings
 - CHAMPS
3. Climate and Culture Team will review, analyze and use staff, student and parent surveys to plan professional learning and next steps.
 - Review and analyze Panorama Education student surveys on Number and percentage of students that responded percent favorable to Domain- Student-Centered and Real-World Experiences.
 - Review and analyze Panorama Education family survey number and percentage of families that responded favorably to Domain-Student-Centered and Real-World Experiences.
 - Review and analyze Panorama Education Teachers and Staff survey number and percentage of teachers and staff that responded favorably to Domain-Student-Centered and Real-World Experiences.
4. Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School wide data will be collected and shared with staff on a regular basis. Culture of Learning:
 - Is there a culture of learning and high expectations in this classroom?
 - Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
 - Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
 - Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
 - Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

Climate and Culture Team

Quarterly

Climate and Culture Team

Quarterly

Climate and Culture Team

Fall & Spring

Climate and Culture Team, Principal and Vice Principal

On-going

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

1. Positive behavior supports such as Soaring Eagle Students (student of the week), Pride Eagles (student of the month) and Weekly Habit drawings will be provided for students who are making positive decisions in becoming a leader. Student success incentives such as stickers, pencils, water bottles, drawstring backpacks will be purchased.
 - Soaring Eagle students will be rewarded weekly to students who have made short term goals with the guidelines for success P.R.I.D.E (Proactive, Respectful, Integrity, Dedication and Empathetic).
 - PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success. PRIDE Eagles will receive a student of the month picture provided by Larson Brothers. PRIDE Eagles will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.
2. All PK-6 grade classrooms will implement:
 - CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
 - Behavior Management Plan (turned into administration before the first day of school)

- OLWEUS Bullying Prevention Program
 - Restorative Practice Counselor (RPSC) will support at Tiers I and II by providing professional learning for staff. RPSC will also facilitate restorative chats with students after administrators have concluded investigations involving student to student and student to teacher inter-relational conflict.
3. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention.
 - All PK-6 grade classrooms will develop and implement data portfolios to memorialize student accomplishments and student goals. Materials to implement student portfolio's such as binders and sheet protectors will be purchased.
 4. Awards assemblies will be held to recognize student accomplishments. Incentives such as awards, medals and trophies will be purchased to recognize student accomplishments
 - Academic awards: Principal's Award, Honor Roll, Merit List, Perfect Attendance, and Citizenship.
 - Athletic Awards: MVP, Outstanding Sportsmanship, Most Improved, and Team Spirit
 5. PR– Personal Responsibility points will be implemented in Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria. Quarterly assemblies will provide positive behavior rewards at the end of each quarter for any student not referred to the office. Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties or field trips for students who have retained all their personal responsibility points. PR points will be included in student portfolios.
 6. All students will participate in a variety of career opportunities through field trips, career speakers, career fairs and research presentations provided by our District and Site funds.
 7. Students will have opportunities to be employed for school job positions through meaningful work. A job fair, and interviews will be held at the beginning of each semester for open positions. Student job positions will include but not be limited to the following: leadership, morning announcements, traffic patrol, cafeteria helpers, cross-age tutors, peer mediators, equipment monitors, pollution patrol and store clerks. Students will be paid weekly with Eagle Bucks. Eagle Bucks will be issued bi-weekly. Eagle Bucks can be used to purchase items at the Eagle Store.
 - A supplemental contract will be provided for certificated or classified staff to coordinate, organize and run meaningful work and the Eagle Store.
 8. All students will be provided with opportunities to visit and participate in a wide variety of college, career, leadership and community events and activities such as: Read Across America, Talent Show, Student Assemblies, Performing Arts, Peach Blossom, Choir, Band, and Men of Character, K-Kids Community Service Club, East Fresno Kiwanis Club and Student Leadership.
 - Student field trips, site activities and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
 - Transportation will be provided to local events for student participation.
 - Materials and supplies to support student engagement in college and careers activities will be purchased to promote college and career readiness.
 9. Supplemental service contracts will be provided for certificated/classified staff to coordinate and supervise special projects such as morning, lunch or afterschool clubs and electives.

Categorically- Funded Supplemental Supports:

- Funding will be provided to expand student centered real-world experiences: supplemental contracts, transportation, admission fees, materials, supplies, food and engagement opportunities on and off campus.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 English learner students are identified in red according to the CA Dashboard).

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

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

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

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

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

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

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

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle, PRIDE Eagles, awards assemblies, R-FEP recognition.)
2. Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.
3. Each teacher will specifically review positive behavior rewards and activities during back-to-school night and fall parent conferences.
4. Monthly Newsletter and Parent Square messages will be sent home to keep parents informed with upcoming positive behavior rewards and activities.
5. Home School Liaison will provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.
6. Babysitting/translation will be provided to allow EL parents to participate in school parent activities

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

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

1. Administration and teachers will reach out to targeted students: EL, foster youth, African American and SWD to encourage student participation in building character and competencies for workplace success.
2. 1.0 FTE SEL TSA, School Social Worker, CWAS, AI4Youth, and Restorative Practices Counselor will provide support for targeted students at Tier II based on social emotional needs to build character and competencies for workplace success.
3. Increase opportunities for underrepresented student groups to expand real-world experiences:
 - participation in clubs or activities will not be dependent on meritorious academic achievements but based on exhibit of guidelines for success P.R.I.D.E
 - identified underrepresented students will participate in student leadership roles: Eagle Leaders, K Kids, and Peer Mediation.
4. Provide opportunities for inclusion for Students with Disabilities:
 - Increase participation of SWD by allowing for peer buddies in clubs and athletics
 - GE student participation in Special Olympics
 - inclusion opportunities for Alternative Learning Placement (ALP/SDC) Special Day Classes for lunch/class meetings/PE/Goal 2 Activities
5. Restorative Practice Counselor (RPSC) will support at Tiers I and II by providing professional for staff. RPSC will also facilitate restorative chats with students after administrators have concluded investigations involving student to student and student to teacher inter-relational conflict.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------|-----------|-----------|-----|---------------------------------|----------|
| G2A1 | Title 1 Basic | Instruction | Bks & Ref | | | Web Subscriptions for At Risk | 2,000.00 |

\$2,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|--------|-----------|---------|
| Chronic Absenteeism - Semester 1 | ✓ | | 37.3 % | 2023-2024 | 36.7 % |
| Suspension Rate - Semester 1 | ✓ | 1.95 % | 2.6 % | 2023-2024 | 2.27 % |
| Suspension Rate - Semester 1 (African American) | ✓ | | 18.4 % | 2023-2024 | 18.07 % |
| Suspension Rate - Semester 1 (Hispanic) | ✓ | | 1.5 % | 2023-2024 | 1.17 % |
| Suspension Rate - Semester 1 (Students w/ Disabilities) | ✓ | | 1 % | 2023-2024 | 0.67 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism data trends indicate a 17.7 % decrease in chronic absences when compared to the 2022-23 school year.

- 71% of Af-Am students were chronically absent. 12% declined from previous year.
- 47.6% of Asian students were chronically absent. 17.5% declined from previous year.
- 27.3% of SWD were chronically absent. 27% declined from previous year.

Key factors supporting the current data trends listed above in chronic absence rate can be contributed to the following actions: Restorative Practices School Counselor's support in increasing student attendance.

- Implementation-Professional and Consistent
- Effectiveness-Very Effective

Office Assistant consistently communicating with families regarding attendance expectations.

- Implementation-Professional and Consistent
- Effectiveness-Highly Effective

Home visits by Home School Liaison and VP

- Implementation-Complete and consistent
- Effectiveness-Moderately Effective

Incentives to Promote Student Attendance

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

Chronic Absenteeism

According to the CA Dashboard Data, during the 22-23 school year, 36.7% of our 630 students had chronic absenteeism:

Factors contributing to chronic absences are:

- Student illness
- Parent transportation issues
- Parent personal reasons
- Lack of resources for parents

Suspensions

According to the CA Dashboard Data, during the 22-23 school year, 4.6% of our 653 students were suspended 1 day (increase by 2%).

- Students show a lack of self-management and situational coping skills.
- Chronic attendance issues
- Af-Am 15.4% students, increase by 3.8%.
- Hispanic 1.5% students, increase by 2.3%.
- SWD 8.8% students, increase by 4.4%.

- Implementation- Started late in the spring. Little to no data to support overall effectiveness.
Implementation Effectiveness-No Effectiveness

Goal 2 Field Trips

- Implementation Consistent
- Effectiveness-Moderately Effective

A2A Meetings with HSL and Office Assistant

- Implementation- Complete and consistent
- Effectiveness- Moderately effective

MTSS Meetings- Case manager assignment

- Implementation Complete and consistent
- Effectiveness-Very Effective

School-wide Engagement (See Goal 3)

- Implementation-complete and consistent
- Effectiveness-Moderately Effective

Opportunity for Saturday Academy attendance Implementation Semester 2

- Implementation- Moderately Effective
- Effectiveness-Moderately Effective

Suspensions

Students with 1 or more suspension

Climate and Culture Team/Levels of Behavior/SEL Lessons Implementation

- Consistent Effectiveness
- Decreased misbehaviors

Weekly class meetings

- Implementation-Complete and consistent
- Effectiveness-Unknown

Re-Engagement Strategies utilized by support staff Restorative Practice Counselor

- Implementation Complete and consistent
- Effectiveness-Unknown

Campus Extracurricular Clubs

- Implementation- Partial and inconsistent- Only offered for intermediate students.
- Effectiveness-Unknown

Positive Incentives

- Implementation-Complete and consistent
- Effectiveness-motivational

Restorative Practices School Counselor (RPSC)

- Implementation-Complete and consistent
- Effectiveness-Highly effective

Student Assemblies and Presentations (Expectations, Guidelines for Success, etc...)

- Implementation-Complete and consistent
- Effectiveness-Decreased student misbehaviors in hallways and common areas.
- Self-management and coping skills need to be continued to be taught. All classrooms should have a calming corner equipped with self-regulating manipulatives.
- Implementation- incomplete and inconsistent
- Effectiveness- Highly effective

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

During the 22-23 school year, we staffed a team of Teaching Fellows. The individual team members struggled with attendance, causing disruptions to the RTII deployment model. Orton Gillingham tutors contracted in the 2022-2023 school year provided intervention support for students in grades K-2 afterschool. Although the program increased student learning, student attendance was not consistent and student learning was not maximized. In the 2023-2024 school year, Cullinan Education Intervention Teachers were moved to the morning providing intervention for 73 students. We plan to continue with the Cullinan Education Teachers/Orton Gillingham (OG) tutors for the 24-25 school year. This will be funded through the regional literacy grant.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The OG tutors have consistently satisfactory attendance. They have an advanced level of maturity and are committed to their role. The admin team will incorporate them into school-wide activities and communications to foster them as members of the staff and not as exclusive third-party service providers, thus promoting healthy and consistent attendance.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

School Site Council responded with agreement of the plans to decrease chronic absenteeism and suspension. Keeping students in school will provide opportunities to increase student engagement in their school and community.

2 ELAC:

ELAC committee was presented data on 2/14/24. The committee is in agreement with HSL, and language support services are being continued for 2024-2025 school year. ELAC committee and parent attendees would like SSC to consider providing support to parent education acquiring English (ESL classes) and parenting classes in support of student SEL and behaviors at home.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Classified and Certificated staff were both presented chronic absenteeism and suspension during various meetings. Staff and student survey results a need for focus on engaging students in having a voice and feeling heard at school and to care about each other.

2024 Spring Student CCS results are at 81% favorable in Domain-Student Engagement (1% above FUSD Elementary School).

- 82% responded favorably to I feel like I belong at my school.

- 76% responded favorably to I have a voice and feel heard at my school.
- 90% responded favorably to I have opportunities to be a part of discussions and activities in my classroom.
- 91% responded favorably to I have opportunities to be a part of clubs and activities at my school.
- 86% responded favorably to there is an adult at my school who cares about me.
- 62% responded favorably to students at this school care about each other.

2024 Spring Staff CCS results are at 92% favorable in Domain- Student Engagement (same as FUSD Elementary School).

- 92% responded favorably to students feel like they belong at this school.
- 88% responded favorably to students have a voice and feel heard at this school.
- 92% responded favorably to the school provides students with opportunities to be a part of discussions and activities in the classroom.
- 100% responded favorably to this school provides students with opportunities to be part of clubs and activities at school.
- 98% responded favorably to school staff care about our students.
- 80% responded favorably to students at this school care about each other.

CCT will continue to provide professional development opportunities in the area of student engagement in their school and community.

In 2024-2025, the site will focus in the areas of academic and social emotional learning to increase student engagement opportunities the school and community to increase attendance and decrease student suspension rates.

Action 1

Title: Chronic Absenteeism and Attendance Rate

[Action Details:](#)

Hidalgo Elementary School will implement a school wide incentive program to promote school wide attendance to reach the goal of 95% attendance. Attendance will be monitored through daily attendance phone calls, the SARB process, bi-monthly attendance parent meetings and home visits. Monthly and quarterly incentives for students and parents either making progress toward or achieving 95% attendance rate will be provided.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

| | Owner(s): | Timeline: |
|---|-----------------------|-----------|
| 1. ATLAS attendance report. School Messenger Attendance report | Office Assistant, HSL | Daily |
| 2. Chronic Absence report | Office Assistant, HSL | Daily |
| 3. Review Power BI Attendance indicators by subgroups and grade level. | Office Assistant, HSL | Daily |
| 4. MTSS Team will meet bi-weekly to review and analyze the attendance data of students school wide and individually. Review actions placed with individual students.. | MTSS Team | Bi-Weekly |

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

1. Office Assistant and Spanish HSL will facilitate student and parent outreach to encourage daily attendance.
 - HSL will provide interventions for near chronic students at 86% - 90% attendance: attendance incentive chart, 1:1 attendance chat, attendance/mentoring group, monthly parent contact/home visit, parent attendance conference meetings and attend the Saturday Academy session to remove an absence from their attendance record.
 - HSL will provide interventions for severe chronic students at 85% and below: incentive chart, 1:1 attendance chat, attendance/mentoring group, monthly parent contact/home visit, parent attendance conference meetings, district provided supports, SARB and attend Saturday Academy session to remove an absence from their attendance record.
2. Monthly Attendance BINGO games will be provided as an incentive for attendance.
3. Students with monthly perfect attendance will be entered into a drawing to win a bike, helmet and bike lock provided by a community partner.
4. HSL will make home visits for those students who are chronically absent. An incentive program will be provided to reward students with improved attendance. Students showing significant improvement in attendance will receive a positive letter home from the office.
 - Awards will be given to students that have improved their attendance percentage over a 3-month period.
 - Incentives will be purchased for students to improve attendance.
5. All classrooms will participate in the "Perfect" attendance campaign. All classrooms that have perfect attendance 7 times spelling the word "Perfect" will receive incentives provided by their teacher. Class perfect attendance incentives will be determined by the PLC team and funded by site categorical or ASB funds. Students with 100% attendance rate will receive a quarterly incentives and awards.
6. Staff will be provided with supplemental contracts to facilitate clubs and special projects before or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.
7. 1.0 FTE SEL TSA, HSL, School Social Worker, Restorative Practices Counselor and All-for-Youth Counselor will support targeted students based on social emotional needs to improve attendance.
8. Incentives such as positive phone calls, awards, certificates and prizes will be purchased for students with perfect attendance.
9. Supplemental service contracts will be provided for babysitting, language interpreters, and additional clerical time for school events and for parent meetings in support of school attendance.
10. 1.0 FTE Campus Safety Assistant will support campus safety by increasing student attendance in building relationships with students and support implementation of self-regulation strategies when students become dysregulated.

Categorically Funded Additional Supports

- A. 1.0 FTE Campus Safety Assistant to increase student connectedness and student attendance.

- B. Materials and supplies to support increasing student engagement in the school and community, including food for parent meetings and student incentives.
- C. Staff will be provided with extra pay contracts to facilitate clubs and community activities before or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.
- D. Supplemental Service Contracts and extra-time for staff to lead and supervise student engagement activities and extend office hours and services in service of increasing attendance.
- E. 1.0 (FTE split-funded) SEL TSA to deliver socio-emotional learning intervention groups to high-risk groups and English Language Learners to mitigate stress and anxiety stemming having limited English in the school setting.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year (attendance awards, Soaring Eagles, PRIDE Eagles, semester awards assemblies, R-FEP recognition) and absences.
2. Parents will be invited to ELAC meetings, parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events. The importance of attendance and consequences will be discussed with parents.
3. Each teacher will specifically review positive behavior rewards, attendance rewards and activities during back-to-school night and fall parent conferences.
4. Monthly Newsletter and Parent Square will be sent home to keep parents informed with upcoming positive behavior rewards, awards and perfect attendance rewards.
5. Supplemental Service contracts will be provided for communication projects, babysitting, interpreters, school events and parent meetings.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

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

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

District provided CWAS and School Social Worker will provide counseling and build relationships with Homeless Youth, Foster Youth, African American, and SWD groups demonstrating poor attendance. Student and family supports will include:

- Incorporate Incentive Charts to motivate unmotivated learners.
- Immediate supports for prior year chronic students
- Conduct attendance chats with chronically absent students.
- Practice connecting w Students (2x10)
- Provide Attendance/Mentoring Group
- Weekly Parent Contact/Home to praise positive behavior.
- Attendance intervention with parents
- Leverage district MTSS Tiered supports from Department of Prevention and Intervention.
- Leverage the SARB Team for students who are chronically absent.
- Provide parent/child intervention.
- Refer to MTSS to explore SEL and academic supports.
- Encourage student to attend the Saturday Academy session to mitigate absences.
- Partner with community resources for food, shelter and other personal necessities.
- Refer to social services resources to provided related to medical and social emotional supports.
- Provide parent education will be on positive discipline in the home.
- Home School Liaison will make home and school connections with students and families to provide supports needed to improve attendance. Supports will include:

*Community resources related to food, shelter and other personal necessities.

- *Social services resources related to medical and SE supports.
- *Parent education in positive behavior supports at home and school.
- *Communication with students and families (Parent Square, newsletters, flyers) to increase student engagement in school and community activities.

Action 2

Title: Suspension Rate

Action Details:

Hidalgo will implement a Climate and Culture component and a tiered level system of social emotional supports to decrease suspensions; keeping students engaged in their school and community. The Climate and Culture Team will lead the work in building systems and processes to continuously improve the culture and climate of the school for all students, staff and parents.

Tier 1- All PK-6 grade teachers will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention, Restorative Practices School Counselor (RPSC), Leader In Me and 7 Habits of Happy Kids to promote healthy habits, personal responsibly, and social skills to reduce office referrals, reduce suspension rates and enhance time in class.

Tier 2-Identified students will have opportunities to participate in social-emotional and targeted positive behavior support systems through pull-out/push-in support provided by the 1.0 FTE SEL TSA, School Social Worker, and RPSC Counselor.

Tier 3- Identified students will have opportunities to participate in social skills groups and/or individual therapy provided by the School Social Worker, RPSC Counselor, and All4Youth Counseling. MTSS Team will identify and review Tier 1, Tier 2, and Tier 3 students to ensure necessary interventions, supports and monitoring occurs.

| |
|--|
| Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

Explain the Progress Monitoring and data used for this Action

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

- 1.Data for office referrals will be collected and reviewed bythe Climate and Culture Team quarterly.
 - Office Referrals (Levels of Behavior)
 - Office referral rate by teacher analysis.
 - Monthly data collection on suspension (number of students suspended, reasons for suspension, types of misbehavior and location of misbehavior).

2. Climate and Culture Team will conduct classroom walkthroughs will focus on implementation of:
 - Second Step Lessons
 - Class Meetings
 - CHAMPS
 - Student Engagement/Time on Task

3. Climate and Culture Team will review, analyze and use staff, student and parent Climate and Culture surveys to plan professional learning and next steps.
 - Climate & Culture Survey: Favorable Student Responses
 - Climate & Culture Survey: Favorable Staff Responses
 - Climate & Culture Survey: Favorable Parent Responses

- 4.Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School wide data will be collected and shared with staff on a regular basis. Tenet 1 Culture of Learning: Is there a culture of learning and high expectations in this classroom? Do students demonstrate:
 - self-management skills by following behavioral expectations, classroom directions, and executing transitions and procedures efficiently, independently and with peers.
 - engagement in the work of the lesson from start to finish; there is a sense of urgency about how time is used and managed.
 - evidence of growth mindset (embrace challenges/learn/persist) and self-efficacy (belief in ability to succeed) through interactions with teachers, peers, and course content.
 - social awareness skills (i.e. listening, disagreeing respectfully, building on thoughts or arguments, perspective taking, social cues) and cultural awareness through interactions with teachers, peers, and course content.
 - openness to the exploration of identity, diversity, justice, and social action to develop an inclusive learning community.
 - a joy for learning through positive relationships with their teacher and classmates and strong classroom culture.

Owner(s):

Climate and Culture Team

Climate and Culture Team

Climate and Culture Team

Climate and Culture Team, Principal and Vice Principal

Timeline:

Bi-Monthly

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

1. Culture and Climate Team will meet a minimum of once a month to review the data from classroom walkthroughs, suspension, misbehaviors, and surveys to determine the culture and climate of the Hidalgo, the needs of the campus and to plan professional learning.

2. Positive behavior supports such as Soaring Eagle Students (student of the week), Pride Eagles (student of the month) and Eagle tickets will be provided for students who are making positive decisions in becoming a leader. Student success incentives such as stickers, pencils, water bottles, drawstring backpacks, and t-shirts will be purchased.
 - Eagle ticket slips will be given to students being caught practicing Eagle P.R.I.D.E. The Eagle Store will provide students opportunities to trade Eagle tickets in for incentives.
 - Soaring Eagle students will be rewarded weekly to students who have made short term goals with the guidelines for success P.R.I.D.E (Proactive, Respectful, Integrity, Dedication and Empathetic).
 - PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success. PRIDE Eagles will receive incentives and a student of the month picture provided by Larson Brothers. PRIDE Eagles will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.

3. All PK-6 grade classrooms will implement:

- CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
- Behavior Management Plan (turned into administration before the first day of school)
- OLWEUS Bullying Prevention
- Restorative Practices
- Safe and Civil- Teacher's Encyclopedia of Behavior Management

4. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention, and SEL lessons.

5. All PK-6 grade classrooms will develop and implement data portfolios to memorialize student accomplishments and student goals. Materials to implement student portfolio's such as binders and sheet protectors will be purchased.

6. Awards assemblies will be held to recognize student accomplishments. Incentives such as awards, medals and trophies will be purchased to recognize student accomplishments.

- Academic awards: Principal's Award, Honor Roll, Merit List, Perfect Attendance, and Citizenship.
- Athletic: MVP, Sportsman, Most Improved, Team Spirit

7. PR- Personal Responsibility points will be implemented in Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria. Quarterly assemblies will provide positive behavior rewards at the end of each quarter for any student not referred to the office. Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties or field trips for students who have retained all their personal responsibility points. PR points will be included in student portfolios.

8. All students will participate in a variety of career opportunities through field trips, career speakers, career fairs and research presentations provided by our District and Site funds.

9. Students will have opportunities to be employed for school job positions through meaningful work. A job fair, and interviews will be held at the beginning of each semester for open positions. Student job positions will include but not be limited to the following: leadership, morning announcements, traffic patrol, cafeteria helpers, cross-age tutors, peer mediators, equipment monitors, pollution patrol and store clerks. Students will be paid weekly with Eagle Tickets. Eagle Tickets will be issued bi-weekly. Eagle Tickets can be used to purchase items at the Eagle Store.

- A supplemental contract will be provided for certificated/classified staff to coordinate, organize and run meaningful work and the Eagle Store.

10. All students will be provided with opportunities to visit and participate in a wide variety of college, career, leadership and community events and activities such as: Read to Kids Day, Talent Show, Student Assemblies, Peach Blossom, Choir, Band, and Men of Character, K-Kids Community Service Club, Young Men of Character, East Fresno Kiwanis Club or Student Leadership.

- Student field trips and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
- Transportation (bus) will be provided to local events for students to participate.
- Materials and supplies to support student engagement in college and careers activities will be purchased to promote college and career readiness.

11. Supplemental service contracts will be provided for certificated/classified staff to coordinate and supervise morning, lunch or afterschool clubs and electives.

12. District funded 1.0 FTE Campus Safety Assistant to ensure the campus is safe, monitor students on campus and supervise problem areas. Campus Safety Assistant will decrease suspension rate by building relationships with students, supporting implementation of self-regulation strategies when students become dysregulated in the classroom and serve as a mentor for Tier 2 and 3 students.

Additional Supports and Resources Needing Categorical Funding

A. Supplemental service contracts will be provided for certificated and classified staff to coordinate and supervise morning, lunch or afterschool clubs and electives.

B. 1.0 FTE SEL TSA to manage and develop socio-emotional services.

C. 1.0 (FTE split-funded) SEL TSA to deliver socio-emotional learning intervention groups to high-risk groups and English Language Learners to mitigate stress and anxiety stemming from having limited English in the school setting.

D. Materials and supplies to increase student engagement in the school and community in items 1-12 above.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

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

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

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

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

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

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

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

1. Home School Liaisons and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle, PRIDE Eagles, awards assemblies, R-FEP recognition.)

2. Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.

3. Each teacher will specifically review positive behavior rewards and activities during back-to-school night and fall parent conferences.

4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

5. Home School Liaisons will provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.

6. Babysitting/translation will be provided to allow EL parents to participate in school parent activities.

The AfAm student population is performing at the lowest level in areas of suspension, followed by Hispanic and SWD as identified in red according to the CA Dashboard.

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

With Title I funds we plan to support AfAm, Hispanic and SWD student population by funding 1.0 FTE SEL TSA to deliver socio-emotional learning intervention groups to mitigate stress and anxiety.

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

With 7090 or 7091 funds we plan to support by funding 1.0 FTE SEL TSA to deliver socio-emotional learning intervention groups to mitigate stress and anxiety.

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

All PK-6 grade classrooms will implement:

- CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
- Behavior Management Plan (turned into administration before the first day of school)
- OLWEUS Bullying Prevention
- Restorative Practices
- Safe and Civil- Teacher's Encyclopedia of Behavior Management

African American, Homeless Youth, Foster Youth, SWD and Hispanic student groups will be provided will be provided with these supports:

- SWD will be provided with supports general education behavioral supports and supports provided through their IEP as necessary (individual counseling, BIP, Psychological services, behavior intervention services...).
- SEL TSA will work directly with teachers and at-risk students to provide support on climate of the school and establish partnerships with community partners such as FPD and DPI to establish programs to promote positive lifestyle and healthy habits for our most at-risk students.
- 1.0 FTE Campus Safety Assistant to ensure the campus is safe, monitor students on campus and supervise problem areas.
- Comprehensive Behavior Plan will be developed to support students struggling with behavior expectations and SE skills.
- School social worker will provide services to students at Tier 2 and 3.
- HSL and CWAS will provide counseling and build relationships with the Homeless Youth, Foster Youth, African American, and SWD groups, demonstrating poor attendance and will facilitate a girl power group to promote attendance for chronically absent students in the most at-risk student groups.
- Restorative Practice Counselor (RPSC) will support at Tiers I and II by providing professional for staff. RPSC will also facilitate restorative chats with students after administrators have concluded investigations involving student to student and student to teacher inter-relational conflict.
- MTSS team will meet regularly to discuss, and structure supports for most at-risk student groups at Tier 1, 2 and 3.
- Interagency Child Empowerment Team (ICET) district support meeting to provide supports for the tier 3 students.
- Parenting classes will be offered to parents through partnership with Parent University.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------|------------|-----------|-----|---|----------|
| G3A1 | Title 1 Basic | Instruction | Mat & Supp | | | Mat Supp for At Risk **No incentives or food** | 6,944.00 |

\$6,944.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture staff survey - percent favorable in organizational culture domain | ✓ | 83 % | 85.3 % | 2023-2024 | 86.3 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Staff Goal -Site Defined

Staff Survey–Overall Positive in Organizational Environment Domain

To promote a sense of belonging amongst the staff, Hidalgo Elementary leadership established a variety of collaborative teams to carry the work of it's vision. These teams aimed to solicit teacher input and make collective decisions. They included grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team (CCT) School Climate Team r (Managed school-wide activities and events) Hidalgo Leadership Team (HLT), MTSS Team (COST). Our historical results of positive responses in our Staff Survey in the sense of belonging domain are as follows:

Staff Survey Question- "I enjoy being at this school"

- 2022 Spring Staff Survey- 81%
- 2023 Spring Staff Survey- 77%
- 2024 Spring Staff Survey- 88%

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

Staff Goal - Site Defined

Staff Survey–Overall Positive in Organizational Environment Domain Hidalgo staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure instruction addressed the academic and social-emotional needs of our diverse school community.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Hidalgo implemented this goal due to SPED paraprofessional staffing issues contributing to a lack of supports for classroom teachers and students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

In order to continue to develop in the Organizational Environment Domain, additional cultural proficiency learning resources are provided in the weekly staff communication for teachers to use within their classroom. Additionally, evidence of teachers using cultural inclusion resources and resulting student work is being included in the weekly staff communication. Teachers are submitting student work from multicultural education lessons in the weekly SEL curriculum, Second Step, and during the morning announcement segment, "SEL Tip of the week" to demonstrate to students and staff that cultural inclusion is valued at Hidalgo. We will continue to work on filling paraprofessional vacancies.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC was presented with Panorama Data and was made aware of the hard-to-fill positions in our DLI and SDC programs. SPSA Goal 4, Action 1 focuses on recruitment and retention of staff to reflect the diversity and need of our school and community.

Site admin held 6 drop-in sessions for SSC and all staff and stakeholders to contribute input into the development of the SPSA Goals. The admin team also arranged for time on the 1/25/24, 2/14/24 SSC meetings to review the existing plan and discuss potential growth areas. An additional meeting was scheduled on 3/14/24 to present the 24-25 SPSA to the SSC members before it was presented for final review.

2 ELAC:

ELAC committee was presented Panorama Survey Data. The committee was also informed that language support services will continue in the 2024-2025 school year.

ELAC parents requested an increase in communication about accommodations for English learners as students with disabilities.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Classified and Certificated staff were both presented Climate and Culture Survey Data during various meetings.

Fall staff survey results revealed a significant need for focus in academic and social emotional learning.

2024 Spring Staff survey received 52 respondents. 85% of staff responded favorably to the organizational domain, 2% below the FUSD Elementary average.

- 80% of staff responded favorably to "This school prepares me to meet my student's needs."
- 79% of staff responded favorably to "I feel valued at this school."
- 88% of staff responded favorably to "I enjoy being at this school."
- 96% of staff responded favorably to "This school values understanding different races, ethnicities and cultures."
- 96% staff responded favorably to "I see the connection between my role and the district's mission and vision for students."
- 88% of staff responded favorably to "Adults at this school model the social emotional skills we expect from students."
- 82% of staff responded favorably to "We have a culture that provides staff with the following: Feedback to improve and grow."
- 73% of staff responded favorably to "We have a culture that provides staff with the following: Recognition for the work we do."
- 82% of staff responded favorably to "We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making."

In 2024-2025, the site will focus on the staff Climate and Culture

survey domain of organizational environment to increase recruitment and retention of staff reflecting the diversity of our community.

Action 1

Title: Staff and Student Relationship Building

Action Details:

Provide professional development such as PLC+, Zaretta Hammond Cultural Proficiency to support with building your staff relationship and pedagogy. Climate and Culture Team as well as ILT will reflect on the staffing data to make decisions that will aim to improve staff relationships. A second tenet of this analysis will aim to explore the relationships between staff and students in an effort to retain high-quality teachers. By developing a greater skillset in community-building efforts, staff will increase their repertoire of strategies that are inclusive and promote diversity reflective of our community. Goal will be supported via Professional learning and coaching on classroom management and equity training.

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

Explain the Progress Monitoring and data used for this Action

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

Climate and Culture data suggests a need to strengthen relationships between students and staff, as well as staff to staff.

Question "How often is teaching people the effect that their ethnicity and gender have on those around them a reality in your workplace?" only had a 27% favorable response rate.

We are below average on DEI Competence at 34%, down 10% from last year. District average is 44%.

On 2024 Spring Staff Climate and Culture Survey, 96% of staff responded favorably to, "This school embraces, values, and understands different races, ethnicities and cultures."

Owner(s):

Climate and Culture Team

Instructional Leadership Team

Timeline:

Fall and Spring

Fall and Spring

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

- Implement District Cultural Proficiency Training practices.
- Establish a partnership with our designated Equity and Access Manager to monitor for potential inequities in our practices in staffing and pedagogy.
- Incorporate diversity-based questions during interviews to search for aligned visions from candidates.
- Subs will be provided for Climate and Culture Team to meet and plan and develop school-wide guidelines for success and attend district trainings,
- 1.0 FTE Social-Emotional Literacy Teacher on Special Assignment (TSA) will provide professional learning to staff and support students with self-regulation strategies to allow for healthy reintegration into the instructional setting.
- Purchase food and materials and supplies to facilitate campus culture activities to strengthen inter and intrapersonal relationships between staff and students and staff.
- Purchase signage to promote and communicate school-wide expectations and promote the school community's ethnic diversity. Fund installation of signage and related expenses such as electrical access, rental equipment to safely reach high locations on buildings, etc.

Additional Supports Needing Categorical Funding

A. Food and drinks will be provided for staff events to promote the diversity of our community.

B. Materials and supplies, including furniture will be provided for staff events to promote the diversity of our community.

C. Fund work orders to enhance the school facilities to improve the school climate and culture in service of retaining a diverse staff reflective of our community.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Implement District Cultural Proficiency Training practices.

Purchase materials and supplies to support cultural proficiency training.

Establish a partnership with our designated Equity and Access Manager to monitor for potential inequities in our practices in staffing and pedagogy.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Strive for 100% completion of Cultural Proficiency Training from all staff.

Incorporate student voice in school-wide and classroom-wide decision-making.

Climate and Culture Team to present findings of Student and Parent Voice as evidenced by the Panorama Surveys.

Set goals and action plan to increase DEI competence in specific areas as outlined by current year's data.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------------------|--------------|---------------------|--------|---------------------------------|------------|
| G4A1 | Title 1 Basic | Other Instructional Resources | Othr Crt-Reg | Teacher, Spec Assgn | 0.3500 | SEL TSA | 59,889.00 |
| G4A1 | Sup & Conc | Other Instructional Resources | Othr Crt-Reg | Teacher, Spec Assgn | 0.6500 | SEL TSA | 111,223.00 |

\$171,112.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✓ | 95.37 % | 94.8 % | 2023-2024 | 95.9 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Mission "Hidalgo Elementary, in collaboration with students, staff, parents and community will nurture and cultivate self-directed learners by providing a strong academic foundation in a culturally proficient and equitable environment."

Vision "Hidalgo Elementary is where, students, families, and staff are valued and empowered to achieve their greatest potential through collaborative effort."

Values "We value learning, positive behavior, people and our community, and accountability." We continue to work on our agreements to hold each other accountable to our mission, vision and values.

The Hidalgo Mission, Vision, Values and Agreements will serve as guidance keep us focused. In reviewing our Fall Climate and Culture staff survey: 2024 Spring Family survey received 470 respondents. 95% of families responded favorably to family engagement domain, 3% above the FUSD Elementary Schools.

- 97% of families responded favorably to "Adults at my child's school treat me with kindness and respect."
- 95% of families responded favorably to "I have opportunities to provide input at my child's school."
- 91% of families responded favorably to "I feel like I am a partner in making decisions at my child's school."
- 95% of families responded favorably to "I feel like I am part of my child's learning journey at their school."
- 96% of families responded favorably to "My child's school provides meaningful family engagement opportunities and encourages participation."
- 95% of families responded favorably to "My child's school frequently updates me about my child's progress in class."
- 97% of families responded favorably to "My child's school embraces, values and understands different races, ethnicities, and cultures."

2024 Spring Staff survey received respondents. 92% of staff responded favorably to family engagement

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

Staff vision states, "Hidalgo Elementary is where, students, families, and staff are valued and empowered to achieve their greatest potential through collaborative effort."

In 2024 Spring Climate and Culture Survey, only 52 staff responded to the staff survey, 470 families responded, and 305 students responded.

Student:

- 45% of students who participated in the survey are English Learners
- 11% of students who participated in the survey responded favorably to Asian
- 78% of students who participated in the survey responded to Hispanic.

Family:

- "What is your child's race or ethnicity and what is your race or ethnicity?"-4% African American, 16% Asian, 67% Hispanic or Latino, 3%
- What is your race or ethnicity?"- 11% African American, 15% Asian, 62% Hispanic or Latino, 3% White

domain. 3% above FUSD Elementary Schools.

- 94% of staff responded favorably to, "Students' families have opportunities to provide input at this school."
- 89% of staff responded favorably to, "Students' families feel like they are partners in decision making at this school."
- 90% of staff responded favorably to, "Our students' families feel like they are part of their child's learning journey."
- 92% of staff responded favorably to, "This school provides meaningful family engagement opportunities and encourages participation."
- 96% of staff responded favorably to, "This school frequently updates families about students; progress in class."

79% of students are of Hispanic descent, with 50% EL students. This created a socio-linguistic gap in our ability to connect with our Mixteco and Spanish speaking families. Hidalgo currently has a high rate of long-term English Learners and have leverage the EL Department TSAs to provide assistance in providing professional learning with ELD strategies.

With teacher movements, we currently have at least one teacher in each grade level that speaks Spanish and hold a BCLAD credential.

In the 2022-2023 school year will add a second DLI Spanish second grade and a third grade Spanish DLI class to support Spanish DLI cohort. Spanish HSL has been instrumental in connecting with families and increasing opportunities for families to engage in their students' education.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Hidalgo met this goal. During the 23-24 school year we will resume and continue to expand a range of parent engagement opportunities, to further engage parents in their child's education. We have a core group of parents who are active on campus. We have provided a sound system and made modifications to our stage to accommodate parent activities such as Zumba fitness and dance workshop classes.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

During the 24-25 school year our Climate and Culture Team will develop a school-wide calendar of events to provide parents with year at a glance of upcoming engagement activities for them to volunteer for.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

School Site Council expressed the need to continue to use virtual translating services such as Alboom Translating services. Mixteco continues to be a language option.

At the March 14th SSC meeting, parent members requested that teachers solicit parent volunteers to adopt a class as a "room parent".

ELAC committee was presented Panorama Data on 2/14/24. Language support services will continue to be provided for the 2024-2025 school year.

Classified and Certificated staff were both presented Climate and Culture Survey Data during various meetings. The Climate and Culture Team (CCT) reviewed, analyzed, reflected and planned for 2024-2025 using the Spring 2024 Staff, Family and Student survey.

The 2024 Spring Family survey received 46 respondents. 95% of families responded favorably to family engagement domain, 5% above the FUSD average.

- 97% of families responded favorably to "Adults at my child's school treat me with kindness and respect."
- 95% of families responded favorably to "I have opportunities to provide input at my child's school."
- 91% of families responded favorably to "I feel like I am a partner in making decisions at my child's school."
- 95% of families responded favorably to "I feel like I am part of my child's learning journey at their school."
- 96% of families responded favorably to "My child's school provides meaningful family engagement opportunities and encourages participation."
- 95% of families responded favorably to "My child's school frequently updates me about my child's progress in class."
- 97% of families responded favorably to "My child's school embraces, values, and understands different races, ethnicities, and cultures."

In 2024-2025, the site will focus in the areas of family engagement to increase inclusive opportunities for families to engage in their students' education. Specific actions are listed in Goal 5 action.

Action 1

Title: Family Educational Engagement

[Action Details:](#)

Our Home/School Liaison will work in tandem with community agencies, including Parent University to provide education on topics that aim to equip parents with parenting skills, restorative practices in the home, mentoring programs, social emotional learning, healthy strategies for regulating dysregulated children, health education, navigating our educational system at lower and higher ed. levels, accessing community resources that contribute to improving the overall quality of life, Parents will also be encouraged to participate in school/community and self-care activities such as maintaining the school flower gardens and campus and community beautification events. Parents will remain an integral part of the decision-making practices through involvement on school counsels and advisory committees.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

This action will be measured by Microsoft Forms Surveys that will be administered as a regular component at the end of workshop presentations. Presenters will be asked to deliver objectives-based presentations with measurable outcomes of new learning. Summative measure will be administered in the springtime.

Climate and Culture Team will review, analyze, reflect and plan opportunities for family engagement after each administration of the Climate and Culture Surveys for Staff, Families and students.

Owner(s):

Home School Liaison(s)

Vice-Principal

Vice-Principal

SEL TSA

CCT

Timeline:

Fall and Spring Climate and Culture Surveys as well as individual workshop surveys.

Fall and Spring Climate and Culture Survey

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

- 1.0 FTE Home School Liaison provided by the district will coordinate parent educational workshops and organize opportunities for families to engage in their students' education.
- Home School Liaison will support EL students and families through interpreting, outreach, parent education, home visits and related services.
- Home School Liaison will translate Monthly Newsletter and School Messenger that will be sent home to keep parents informed with school activities: music programs, achievement awards assemblies and any other special events.
- Home School Liaison and administrative staff will be contacted parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle Student, Eagle Pride Student, semester awards assemblies, R-FEP recognition.)
- Administrative Substitutes will be provided to allow for planning and development of school-wide professional learning and progress-monitoring practices in diversity and equity.
- A minimum of four SSC and ELAC meetings will be scheduled throughout the year. A calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas. ELAC Committee may elect to merge with School Site Council.
- Parents of recently Reclassified EL students will be invited to celebrate their R-FEP status during ELAC Meetings and school site council.
- Food, snacks, interpreters, and babysitting will be provided to encourage participation in parent meetings.
- Materials and supplies, including furniture, appliances and technology will be purchased to support parent educational workshops and meetings.
- The dual immersion program will be promoted during parent workshops, during school enrollment, community events booths, school messenger, Parent Square and by leveraging the school's social media platforms.

Additional Items Needing Categorical Funding

- Supplemental time will be provided for staff who would like to facilitate opportunities for families to engage in their students' education.
- Food and snacks will be provided to encourage participation in parent meetings.
- Materials and supplies, including furniture, appliances and technology will be purchased to support parent educational workshops and meetings.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle, PRIDE Eagles, awards assemblies, R-FEP recognition.)
- Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

School will communicate weekly with parents through Parent Square messages, social media and memos. Home School Liaison and will reach out specifically to parents and families to support low-performing student groups such as EL, homeless and foster youth, African American and SWD to increase opportunities for families to engage in their student's education.

- Parents will have greater access to information and resources to support their student.
- Parents will have a better understanding about SEL skills and restorative practices.
- Parents will be better prepared to advocate for their student by exercising parental educational rights

3. Each teacher will specifically review positive behavior rewards and activities during back-to-school night and fall parent conferences.

4. Monthly Newsletter and Parent Square Messages will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

5. Home School Liaison will provide translations for parent meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.

6. Babysitting/translation will be provided to allow EL parents to participate in school parent activities.

7. Home/School Liaison will coordinate series of parent educational workshops to equip them with strategies to support EL's in the home. Workshops to include tutorials of district apps and programs such as tutor.com, clever, etc.

communicated by HSL and parent workshops.

SEL TSA, School Social Worker, CWAS, All4Youth and Restorative Practices Counselor will provide support for targeted students at Tier II based on social emotional needs to build character and competencies for workplace success.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|--------------|-----------|-----|--|----------|
| G5A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Technology | 2,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Parent Involvement Babysitting, Interpreters, etc. | 3,282.00 |
| G5A1 | Sup & Conc | Instructional Supervision & Admi | Cl&Tech-Sup | | | Clerical Supp Time | 2,626.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Food for Parent Meetings | 3,000.00 |
| G5A1 | LCFF: EL | Instruction | Mat & Supp | | | Mat & Supp for Engagement for ELs | 2,111.00 |

\$13,019.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0215 Hidalgo Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------------|---------------|----------------------------------|--------------|---------------------|--------|--|---------------------|
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for SSTs, G1A3 | 11,944.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and Supplies | 18,858.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Supplemental Office Copier Lease | 3,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Maintenance and Upgrades | 2,000.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admi | Crt Supr-Sub | | | Admin Subs | 2,389.00 |
| G1A2 | Sup & Conc | Instruction | Mat & Supp | | | : Funds to cover adjustment for CBA Longevity payment agreement. | 4,904.00 |
| G1A2 | Sup & Conc | Instructional Supervision & Admi | Othr Crt-Reg | Teacher, Spec Assgn | 0.4000 | Intervention TSA, G1A4 | 71,682.00 |
| G1A2 | LCFF: EL | Instruction | Mat & Supp | | | : Funds to cover adjustment for CBA Longevity payment agreement. | 7,356.00 |
| G1A2 | LCFF: EL | Other Instructional Resources | Othr Crt-Reg | Teacher, Spec Assgn | 0.6000 | Intervention TSA, G1A4 | 107,521.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 5,700.00 |
| G2A1 | Title 1 Basic | Instruction | Bks & Ref | | | Web Subsriptions for At Risk | 2,000.00 |
| G3A1 | Title 1 Basic | Instruction | Mat & Supp | | | Mat Supp for At Risk **No incentives or food** | 6,944.00 |
| G4A1 | Title 1 Basic | Other Instructional Resources | Othr Crt-Reg | Teacher, Spec Assgn | 0.3500 | SEL TSA | 59,889.00 |
| G4A1 | Sup & Conc | Other Instructional Resources | Othr Crt-Reg | Teacher, Spec Assgn | 0.6500 | SEL TSA | 111,223.00 |
| G5A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Technology | 2,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Cls Sup-Sup | | | Parent Involvement Babysitting, Interpreters, etc. | 3,282.00 |
| G5A1 | Sup & Conc | Instructional Supervision & Admi | Cl&Tech-Sup | | | Clerical Supp Time | 2,626.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Food for Parent Meetings | 3,000.00 |
| G5A1 | LCFF: EL | Instruction | Mat & Supp | | | Mat & Supp for Engagement for ELs | 2,111.00 |
| Total | | | | | | | \$428,929.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$74,115.00 |
| Sup & Conc | 7090 | \$232,126.00 |
| LCFF: EL | 7091 | \$122,688.00 |
| Grand Total | | \$428,929.00 |

| Goal Totals | Budget Totals |
|--|---------------------|
| G1 - Improve academic performance at challenging levels | \$235,854.00 |
| G2 - Expand student-centered and real-world learning experiences | \$2,000.00 |
| G3 - Increase student engagement in their school and community | \$6,944.00 |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$171,112.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$13,019.00 |
| Grand Total | \$428,929.00 |