

Figarden Elementary

10621666006233

Principal's Name: Cari Lopez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



<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 subgroups 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 (DAC and 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 - Cari Lopez	X				
2. Chairperson -Alexandra Carey				X	
3. Teacher-Tracy Green		X			
4. Teacher-Cynda Caskey		X			
5. Teacher-Kimberly Vargas			X		
6. Other Classified Staff: Librarian: Trisha Hogaboom				X	
7. Secretary-Virginia Lara				X	
8. Parent-Nichole Bolter				X	
9. Parent-Michael (Mike) Griffey				X	
10. Parent-Ayah Ayesh					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Figarden Elementary School			
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	Cari Lopez		4/4/2022
SSC Chairperson	Alexandra Carey		4/4/2022

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 2022/23

Figarden - 0160

ON-SITE ALLOCATION

3010	Title I	\$46,287
7090	LCFF Supplemental & Concentration	\$165,208
7091	LCFF for English Learners	\$18,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$90,308
TOTAL 2022/23 ON-SITE ALLOCATION		\$319,803

* 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	\$1,668
	Remaining Title I funds are at the discretion of the School Site Council	\$44,619
	Total Title I Allocation	\$46,287

Figarden Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		34.69 %	2021-2022	42.79 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		23.66 %	2021-2022	33.76 %

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.

i-Ready ELA D2 proficiency

- i-Ready scores for on grade level students increased from Test #1 to #2: 22% to 35%:
- Planning time focused on Essential Learnings and creating CFAs and weekly Tier 1 support for students not yet mastering skills. This planning time has not been consistent due to PLC time becoming optional so not all PLCs are meeting to plan or develop CFAs.
- CT focused on Reading Foundational Skills based on BPST data
- Use of small group instruction, blended learning time, and online curricular components.
- PLI team focus on implementation of blended learning, increasing student voice and student choice, and student goal setting.
- Continued focus on staff and students being able to answer Fisher's three questions (e.g., What am I learning? Why am I learning it? How will I show I learned it?)
- Providing Tier 3 supports through identification during SST and IEP meetings.

i-Ready Math D2 Proficiency

- i-Ready scores for on grade level students increased from Test #1 to #2: 28% to 34%:
- Planning time focused on Essential Learnings and creating CFAs and weekly Tier 1 support for students not yet mastering skills. This planning time has not been consistent due to PLC time becoming optional so not all PLCs are meeting to plan or develop CFAs.

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

i-Ready ELA D2 Proficiency

- Scores for students for i-Ready ELAD1 were 13% lower than in the previous year.
- Continued need to increase instructional practices involving cultural relevant modalities and strategies to increase student engagement.
- Need to focus on differentiated instruction in reading foundational skills with connected text in K-3 grades.
- K-3 teachers need professional learning in reading foundational skills acquisition and best practices in teaching of reading.

i-Ready Math D2 Proficiency

- Continued need to increase instructional practices involving cultural relevant modalities and strategies to increase student engagement.
- Continued professional learning on building conceptual understanding of concepts at each grade level.
- Inconsistent use of MLD implementation between teachers and PLCs.
- Math coaches were not available to support MLD planning or provide feedback for MLD implementation.

- Use of online resources from Go Math curriculum and ReflexMath to support instruction and student learning.
- PLI team focus on implementation of blended learning, increasing student voice and student choice, and student goal setting.
- Providing Tier 3 supports through identification during SST and IEP meetings

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).

- Funds were shifted for supplemental planning time for teachers from sub days to planning after hours. Due to bargaining staff were not required to meet as PLCs to plan and many teachers chose to plan in isolation.
- Intervention provided was shifted to providing interventions inside the classroom rather than through a deployment model.
- We were not able to implement some actions due to health and safety protocols. (e.g., MTSS structure across PLCs, elective wheel, etc.)
- Due to an increase in EL students, we were only able to utilize one teaching fellow to fully support intervention resulting in inequities across the grade levels.
- K-2 literacy project was not launched due to district staff not being available due to staffing shortages and substitute assignments.
- Supplemental planning time through the use of substitutes for MLD was not available due to staffing shortages.
- Whole school Personalized Learning Initiative professional learning to focus on pedagogy, blended learning, and increase student voice and student choice during Tier 1 instruction did not occur. The PL was focused with a small PLI team of eight staff members who shared their learning during Buyback time and the optional PLC times.

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 2022-23 SPSA.

- CT and two teaching fellows will work with first through third grade to focus on acquisition and application of reading foundational skills while two teaching fellows will provide designated ELD instruction to EL students at the guidance of the CT and classroom teachers.
- MTSS structure within the Tier 1 instruction and across PLCs and grade levels to close reading foundational skills gaps as identified by data.
- In both action #1 and #2 we must create specific support groupings for students who did not participate fully in the learning this year. This will be done by working with PLCs to create a MTSS structure with PLCs and across grade levels to provide supports for students based on the data from assessments.
- K-3 will be focused on Literacy while 4th-6th will continue to focus on math with 5th/6th grades participating in Math Lesson Design
- Instructional coach will provide PLC support and individual teacher support and feedback on best teaching practices and high leverage strategies in both ELA and Math.
- Instructional coach will collaborate with admin and lead teachers to plan specific targeted PL by PLC.

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

1 SSC:

- Certificated Tutor to support students in literacy and support Teaching Fellows
- Continue Teaching Fellows and add a fourth to ensure 2 for

2 ELAC:

- Continue Teaching Fellows to support EL students.
- Increase hands on learning opportunities
- PL for teachers in EL instruction and preparing students for

3 Staff:

- Whole staff PLI initiative to support blended learning models.
- K-2 Literacy Professional Learning provided by admin and instructional coach

- intervention and 2 for EL instruction
- Keep 2 RCAs for SEL support
- Keep Resource Instructional Assistant to support teachers and instruction
- Keep additional funds for classroom supplies
- Continue PLI and expand it to more classrooms next year
- Continue with Math Lesson Design for Grades 5 and 6
- Continue with Elective Wheel
- Add Science programs/resources
- Increase art curriculum/resources
- Expand Character Counts program
- More interactive lessons

ELPAC assessments

- 5/6 Math Lesson Design Professional Learning and implementation
- Quarterly awards vs Semester Awards
- Certificated Tutor Figarden Elementary
- Keep social emotional supports (two RCAs, and purchase additional SEL resources)
- Keep teacher planning days
- Keep additional classroom supply funds and funds to support technology.
- 2 Teaching fellows to support literacy intervention
- 2 Teaching fellows to support EL Designated instruction
- Supplemental planning time
- Sub release time for Early Learning assessments
- Mystery Science site license
- Scholastic News Magazines
- Community Science partnership with City of Fresno

Action 1

Title: Reading and Writing on Grade Level

[Action Details:](#)

Teachers will continue learning instructional strategies and teaching practices through Personalized Learning Initiative PL, K-3 Literacy Strategies, and other site specific PL to support good first teaching and differentiated instruction. Focus on PLC work: specifically looking to create Tier 1 and 2 supports for students based on specific learning targets, intervention by student by target. Provide Tier 3 supports for students focused on prerequisite skills

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](#)

Universal screener for literacy skills and reading level

[Owner\(s\):](#)

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Certificated tutor

[Timeline:](#)

every 6-8 weeks

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

PLC created Common Formative Assessments (CFA) and Common Summative Assessments (CSA)

- Including average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

Timeline:

- CFAs to be conducted a minimum of 2 times per unit
- Daily checking for understanding
- Wonders Assessment
- IABs for 3rd-6th Grade
- Use of EdCite to create CFAs
-

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

iReady Reading Assessments

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Certificated Tutor
- Instructional Coach

Timeline:

- Based on district schedule

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

Tier 1:

- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology through whole school personalized learning initiative. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically support ELs with strategies and resources.
- Kinder-6th grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS, which includes services from certificated tutor.
- Tier 1 and 2 support time scheduled into each grade levels weekly and/or daily schedule
- PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- (1) Para Professional Resource Lab to provide a variety of instructional support duties to meet the needs of students, parents and staff
- Technology: tablets, monitors, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper
- Professional learning books and supplies (e.g., chart paper, markers, manipulatives, etc.) to support specific targeted literacy PL.
- Mystery Science site license.
- Scholastic magazines to supplement literacy instruction with current events.
- Community Science opportunities aligned to Next Gen Science standards with embedded opportunities for reading, writing, listening, and speaking.

Tier 2

- (1) Certificated tutor to serve Tier 2 students during MTSS instructional blocks and oversee Teaching Fellow to build their capacity with best instructional practices. (.375)
- (2) Teaching Fellow to support designated English Language Learner instruction during MTSS instructional blocks.
- (2) Teaching Fellow to support foundational literacy skills in K-6

Tier 3

- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

Specify enhanced services for EL students:

- (2) Teaching Fellow to support small group designated EL instruction based on students' ELD levels, during schoolwide MTSS block
- Based on the ELD/ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in small groups at each grade level during their MTSS block.
- During planning days specific supports for EL students, based on the ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.
- Instructional coach to design and deliver PLs to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- CFA data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.
- ELPAC assessors to assist with assessment of English Learners.
- Data review of student progress, quarterly.
- Student data chats to set goals for ELPAC and redesignation
- After school tutoring support for ELs
- Technology supports for ELs
- Incentives/Awards for students making ELP growth.

Specify enhanced services for low-performing student groups:

- Library Tutoring funds will be used for targeted instructional support for low performing student groups (Tier 2).
- Blended Learning will address individual learning needs by using a combination of direct teaching and use of technology to differentiate learning (Tier 1).
- SDC students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices, and upcoming events
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, IABs and FIABs.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.
- Grade 3-6 SDC teachers to administer IABs and collaborate with RSP teacher and grade level team to identify classroom supports.
- Review CFA and iReady data for subgroups to target specific needs.
- SSTs will be held for low performing students to address any learning or social/emotional needs (Tier 2 and 3)
- RCAs will work with students experiencing social/emotional issues that may impact their learning (Tier 1).
- Instructional coach to engage in coaching cycles and guided planning with individual teachers and PLCs.
- Instructional Coach to provide specific targeted PL based on data and PLC needs.

Action 2

Title: Math instruction and Tiered supports

Action Details:

Teachers will continue to engage in professional learning to focus on pedagogy and learn instructional strategies and teaching practices that support good first teaching and acquisition of the skills needed to reach the rigor and depth of the CCSS Math Standards while engaging students in the Mathematical Practices.

Double the amount of staff that will engage in Personalized Learning Initiative professional learning to engage students in blended learning and provide differentiation within Tier 1 instruction.

5th and 6th grade teachers will engage in Math Lesson Design professional learning and implementation.

Focus on PLC work: specifically looking to create Tier 1 and 2 supports for students based on specific learning targets, intervention by student by standard by skill and target.

Provide Tier 3 supports for students focused on prerequisite skills

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

I-Ready Math Diagnostics

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

Timeline:

- Based on district timelines

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

CFA and CSA created by PLCs

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

Timeline:

- at least 2 per unit of study
- GoMath Assessments
- Daily checks for understanding
- IABs/ FIABs for 3rd-6th Grade
- Use of EdCite to create CFAs

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

Grades 5/6 Math Lesson Design PL and coaching cycles

Owner(s):

- Teachers
- Students
- PLC Team
- Coaches
- Admin

Timeline:

- Monthly coaching cycles
- Quarterly trainings
- Weekly/Biweekly Admin feedback

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

Tier 1

- Grades 5 and 6 teachers will engage in Math Lesson Design professional learning, coaching, sub release days, and classroom implementations to strengthen instruction.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around math grade level standards while incorporating the mathematical practices.
- Supplemental Planning time will be given to plan instruction with GoMath curricular components, Common Core Companion, and additional resources to address math claims and targets.
- PLCs to develop CFAs (at least two per unit), CSAs, and identify instructional responses based on data.
- 3rd-6th will also utilize IABs/FIABs to ensure rigor and depth of skills to meet standards on SBAC.
- PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- (1) Para Professional Resource Lab to maintain equipment and support instruction using online math resources such as the Personalized Math Trainer.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper, math manipulatives
- Use of Reflex Math to support fluency with mathematical facts.
- Tier 1 support time scheduled into each grade levels weekly and/or daily schedule

Tier 2

- After school tutoring will be made available to use resources such as iReady, Personal Math Trainer and Khan academy.
- Tier 2 support time scheduled into each grade levels weekly and/or daily schedule

Tier 3

- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

Specify enhanced services for EL students:

-Based on the ELD/ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in small groups at each grade level during their MTSS block.

-Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.

-PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.

-During planning days specific supports for EL students, based on the ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.

-Common formative assessment data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of Math.

Specify enhanced services for low-performing student groups:

- SDC students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around grade level standards.
- After school tutoring will be offered through site and Library Grant funding. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate: ELs, Foster Youth, Homeless, and Special Education.
- Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices, and upcoming events.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, and IABs.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.
- Grade 3-6 MM SDC teachers to administer IABs and collaborate with RSP teacher and grade level team to identify classroom supports.
- Review subgroup data to target specific needs.
- Instructional coach to engage in coaching cycles and guided planning with individual teachers and PLCs.
- Instructional Coach to provide specific targeted PL based on data and PLC needs.

Action 3

Title: Reading by Third Grade

Action Details:

Providing tiered support to ensure all students are reading by 3rd grade.

K-3 Staff will engage in professional learning in early literacy strategies and reading foundational skills acquisition and application to support blended learning instruction and differentiation during Tier 1 and Tier 2.

Whole staff Personalized Learning Initiative professional learning to focus on pedagogy, incorporation of student voice and choice while utilizing direct teaching and technology to differentiate instruction.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Kindergarten, Foundational Skills Assessments and iReady

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Parents

Timeline:

Quarterly

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

K-3rd Grade, iReady Reading Diagnostics

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

Timeline:

District administration timelines

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

Universal Screener

Benchmark reading data: such as Reading Inventories, Wonders assessments, and iReady data etc. to monitor student progress within the MTSS structure.

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin
- Certificated Tutor
- Teaching Fellows
- Instructional Coach

Timeline:

- within the first 4 weeks of school and every 6-8 weeks
- Daily checking for understanding
- CFAs
- Wonders Assessments

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

-Tier 1:

- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology through personalized learning initiative. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration.
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically support ELs with strategies and resources.
- Tier 1 support time scheduled into each grade levels weekly and/or daily schedule
- PLC developed instructional calendars to support weekly Tier 1 instruction. and
- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.
- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- (1) Para Professional Resource Lab to provide a variety of instructional support duties to meet the needs of students, parents and staff
- Technology: tablets, monitors, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper
- Release opportunities for teachers to observe instructional practices in other classrooms
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper

Tier 2:

- Kinder-3rd grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS.

- Tier 2 support time scheduled into each grade levels weekly and/or daily schedule
- Identify Tier 2 students who need additional support based on Tier 1 CFAs.
- (1) Certificated tutor to serve Tier 2 students during MTSS instructional blocks and oversee Teaching Fellow to build their capacity with best instructional practices. (.375)
- (2) Teaching Fellow to support designated English Language Learner instruction during MTSS instructional blocks.
- (2) Teaching Fellow to support foundational literacy skills in K-3.

Tier 3

- Students will be identified for Tier 3 services based on SST process and data.
- Services will be provided through push-in and pull-out services depending on student needs.

Specify enhanced services for EL students:

-(2) Teaching Fellows to support designated EL instructional time during block

-Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in each grade level during their MTSS block.

-iReady, CFA, and IAB data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.

-Materials and Supplies needed for EL services

Specify enhanced services for low-performing student groups:

- Library Tutoring funds will be used for targeted instructional support for low performing student groups (Tier 2).
- Blended Learning will address individual learning needs by using a combination of direct teaching in small groups and use of technology to differentiate learning (Tier 1).
- SDC students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices, and upcoming events.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, and IABs.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.
- Review iReady and CFA data for subgroups to target specific areas reading foundational skills.
- Instructional coach to engage in coaching cycles and guided planning with individual teachers and PLCs.
- Instructional Coach to provide specific targeted PL based on data and PLC needs.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		34,423.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Mystery Science Site License for K-6 classrooms.	1,325.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic Magazine subscription for K-6 classrooms to supplement CORE instructional materials to enhance ELA standards mastery through current events.	3,600.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Supplemental materials and supplies to support literature circles and classroom Novel studies.	2,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction. **No food or incentives**	1,612.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support classroom instruction.	1,659.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for IEP/SST/504 meetings. 2 subs x 15 days. Additional goals G1A2, G1A3	5,304.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for Early learning assessments TK/K. 4 days x 5 teachers	3,556.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,498.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning Books	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction. Additional goals include G1A2, G1A3 Materials and supplies include but are not limited to Xerox paper, ink for community printers, classroom supplies, etc.	29,849.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instruction. (e.g., computers, monitors, headphones, document cameras, etc.) Additional goals and actions include G1A2, G1A3.	9,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Poster maker, computer, and software to support instruction and to support increased family involvement and inclusive opportunities. Additional Actions include G1A2, G1A3, G5A1	8,950.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Interact Fellows to support MTSS language arts instruction.	36,637.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease	3,800.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance Additional actions include G1A2, G1A3.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics materials and supplies.	1,200.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth				2,000.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden 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	Cons Svc/Oth			City of Fresno PARCS : Family Science Night	7,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		13,021.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,546.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental planning time for EL instruction.	5,323.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support English Learners.	722.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: Fellow to support EL instruction.	10,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental planning time. Additional actions G1A2, G1A3	16,095.00
G1A1	One-time School	Instruction	Cons Svc/Oth			City of Fresno PARCS : Informal Science site visits 30 classrooms x6 session each = 44800. Highway City Community Science Center Field Trips 5 classes x 2 fieldtrips each = 3600.00. All Science visits are aligned to Next Generation Science Standards and Math/ELA standards are embedded into hands-on learning, connected writing, and student collaboration. All of these support learning loss in Math and ELA and support preparation for 5th grade CAASP Science Testing.	44,400.00
G1A1	One-time School	In-House Instructional Staff Deve	Travel			: Travel expenses to attend professional learning conferences	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Adm	Crt Supr-Sub			Admin sub for professional learning. Additional actions G1A1, G1A3	1,207.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for Professional Learning: MLD, PLI, and other PL opportunities.	5,062.00
G1A2	One-time School	Instruction	Teacher-Supp			Supplemental planning time for MLD planning	3,961.00

\$262,950.00

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	✓		85.63 %	2021-2022	86.73 %

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.

Student-centered real world learning experience

Figarden offers a variety of activities for multiple grade levels to be involved:

- Science Olympiad
- Peach Blossom
- Minecraft EE Sports
- Coding
- Art Club
- Drama
- Choir
- Lego
- All Sports
- Read Across America Week/Writing and poster contests
- Red Ribbon Week
- Spirit Weeks
- Yearbook
- Student Council

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

This year we were unable to do many of these events due to COVID restrictions and staffing issues. However, we were still able to continue an E-Sports club, modified sports seasons, and engage in spirit weeks and contests.

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).

Not all activities have resumed due to COVID restrictions and staffing issues. E-Sports league, yearbook, and some sports resumed this year with modified seasons. We have been able to engage in spirit weeks, Red Ribbon

Week and Read Across America activities and contests.

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 2022-23 SPSA.

All Goal 2 activities will resume once we are able to do so. Additionally, we can add the virtual option for students who are unable to stay after school for events.

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

1 SSC:

- Excited to have modified sports seasons.
- Hope that after school clubs and activities are able to resume with staff.
- Keep elective wheel
- Offer more science and art activities
- Resume PTA activities

2 ELAC:

- Continue Elective Wheel as it motivates students and gives them other things to look forward to.
- Would like to see Spanish electives offered.
- Appreciate multi-cultural event put on by PTA and hope it continues and expands when back in person.

3 Staff:

- Would like to see more staff participating in offering clubs and activities.
- Exploring new ways to host virtual clubs and activities
- Continue to resume and expand arts, athletics, and activities
- Continue elective wheel, but not have showcase.
- Add family nights such as Science, Math, and Literacy Nights.

Action 1

Title: Character and competencies for workplace

[Action Details:](#)

Increase opportunities for students to learn about the character and competencies that are needed for the work place.

Increase meaningful work opportunities and the number of students participating in the jobs.

Monthly/bimonthly focus on Character Counts pillar with quarterly award recognition for students demonstrating outstanding character competencies.

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

Goal 3 Study Trip participation

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT Team
- TST Team
- Parents
- Admin

Timeline:

Throughout the year

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

Junior Achievement participation Grades 1-5

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT team
- Admin

Timeline:

March/April 2023

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

Student participation in Meaningful Work

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT Team
- TST Team
- Parents
- Admin

Timeline:

Monthly

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

Goal 3 Study Trips

Junior Achievement curriculum implemented via Junior Achievement Community Partnership for Tier 1 instruction in grades 1-5 and expanded to other grades, if possible

Meaningful work resources (e.g., badges, incentives, etc.)

Specify enhanced services for EL students:

- Engage in collaborative learning opportunities.
- Utilize ELD standards and ELD continuum to develop instruction and practice opportunities that facilitate meaningful interactions with peers and adults.

Specify enhanced services for low-performing student groups:

- Students will receive small group instruction from classroom teacher during designated MTSS time weekly.
- Inclusion Instructional Leadership team to meet monthly to review upcoming activities
- Targeted support Team and Student Success Team Meetings to identify and match students for meaningful work opportunities.
- Review subgroup information to target specific needs.

Action 2

Title: Increase in school connectedness

Action Details:

- provide opportunities inside and outside instructional time for students to engage in arts, activities, and athletics.
- create school-wide events for students to participate in.
- increase staff involvement in the number of students engagement including clubs, student jobs, community service projects, and athletics.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Engagement reports in ATLAS

Owner(s):

- Teachers
- Goal 2 team
- Inclusion ILT Team
- Admin

Timeline:

Quarterly

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

Tier 1

- PLC developed instructional calendars to support weekly Tier 1 instruction.
- Music instruction for all grades K-6 either through district provided services or supplemental time.
- Provide materials and resources for school-wide engagements such as PBS and Finest Falcons assemblies and celebrations
- Utilize Goal 2 district funds to support arts, athletics, and activities
- promote participation in school-wide community service events such as Falcons Have Heart, Dude be Nice! Kindness Campaign and other community services project
- Students will have the opportunity to sign up for student jobs, choose electives, and participate in various clubs during lunch time and after school.
- Elective wheel in 6 to 8 week increments during quarters 2-4 to allow students to self-select classes based on interest (e.g., activities, arts, athletics, cultural, etc.)

Tier 2:

- Identify Tier 2 students who need additional support based on Tier 1 CFAs.

Tier 3:

- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

Specify enhanced services for EL students:

-create engagements that promote participation of EL students such as: Foreign language clubs, cultural clubs, etc.

-Communication with EL families will be supported by the Home School Liason, Office Assistant, Vice-Principal, and Principal.

Specify enhanced services for low-performing student groups:

-Students will receive small group instruction from classroom teacher during designated Response To Intervention time weekly.

-Targeted support Team and Student Success Team Meetings

-Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices and supports, and upcoming events

-Review subgroup data to target specific needs.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Sup			Supplemental Classified support	523.00
G2A2	One-time School	Instruction	Nc-Equipment			: Furniture for care and connect rooms, Falcon's nest, Sensory motor room, and flexible seating options for classrooms.	16,790.00

\$17,313.00

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	✓		59.02 %	2021-2022	58.42 %
Suspension Rate - Semester 1	✓		1.96 %	2021-2022	1.63 %

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

- Our chronic absentee rate this year is higher than previous years due to covid and quarantining guidelines. Despite reaching out to families through multiple means, phone calls, emails, home visits, virtual parent meetings, the rates continue to remain high.

Suspensions students with 1 or more

- Returning to in-person learning has been difficult for some students in reacclimating to the school structures and socializing appropriately with their peers. We have utilized our Tier 1 and 2 interventions, school psychologist and All For Youth Clinician to provide supports, instruction, and interventions; however, in some instances students have continued their patterns of behavior or have broken Ed. Codes and physically harmed someone.
- Implementation of school-wide activities to promote character development through the pillars of Character Counts.
- Implementation of daily morning meetings utilizing the Second Step Curriculum to support students with conflict resolution and good decision making.
- (2) Resource Counseling Assistants will build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.
- CWAS Tier 2 Specialist will communicate with parents, provide Tier 2 instruction and support to students.
- Students will be referred to Tier 3 supports through TST meetings, SST meetings

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

- SPED students not appropriately placed or provided necessary supports.
- Inconsistent staffing due to COVID guidelines, the need to quarantine, and staff moving to other positions.
- Inconsistent staff and student attendance.

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).

COVID guidelines and rules for quarantining have greatly impacted the daily attendance rates as parents have followed guidelines and kept their students home when they were ill or exposed. Staff attendance has also been impacted by the guidelines and has made providing consistent support and interventions difficult.

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 2022-23 SPSA.

Home School Liason, CWAS Tier 2 Specialist, and Administrators will communicate with families, conduct home visits, and offer supports to those families who have students who are chronically absent. SPED case managers will communicate regularly with home school liason and administrators when there are attendance concerns.

Office Assistant will receive support and training regarding attendance procedures, SARB referrals, etc.

Quarterly Incentives for *Awesome Attendance*, per district identified criteria.

Use of Falcon Tickets to reinforce positive behavior and exhibition of monthly character trait.

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

1 SSC:

- Continue with RCA support
- Purchase additional SEL resources.
- Continue daily class meetings, student wellness checks, and personalized student communication.
- Continue All For Youth Partnership
- Start Quarterly Awards Assemblies

2 ELAC:

- Continue to fund 2 RCAs,
- Suggested to have 4 Teaching Fellows; two with EL focus and two with literacy focus
- Continue Certificated tutor
- Ensure vocabulary instruction
- Ensure EL strategies and EL standards and scaffolds are being utilized in planning and instruction.

3 Staff:

- Creating a positive culture and supporting specific students with the RCAs will help promote belonging and attendance as well as decreasing behavioral concerns
- CCT, Inclusion Team, ILT, and TST to review data, plan actions, implement actions, and refine based on data
- SST referrals for students with attendance concerns
- Home School Liason to assist with home-school communication and connections.
- Continue PBS incentives
- Quarterly Awards
- Recognition for exemplifying Character Traits
-

Action 1

Title: Increase social and emotional supports for students

[Action Details:](#)

Figarden will promote student engagement and connection to school by teaching and fostering the skills of the five competencies of Social Emotional Learning. (Growth Mindset, Self-Efficacy, Self-Management, Self-Awareness, and Social Awareness), creating conditions where students feel safe to collaborate with their peers and adults, and providing Professional learning on trauma informed practices and the five SEL competencies to teachers.

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

Power BI data to monitor Levels of Misbehavior

Office Referrals

Owner(s):

- Teachers
- PLC Teams
- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

Weekly

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

Suspension Rates

- Review African American subgroup data
- SPED subgroup data
- Hispanic
- 2 or more races

Owner(s):

- Teachers
- PLC Teams
- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin
- Inclusion Team
- SPED RIM

Timeline:

Quarterly

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

School Level student survey

Owner(s):

- Teachers
- PLC Teams
- ILT
- CCT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

October, January, and May

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

District student survey

Owner(s):

- Teachers
- PLC Teams
- ILT
- CCT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

February

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

Schedules for class meetings and observations

Owner(s):

- Teachers
- PLC Teams
- CCT
- ILT
- Admin

Timeline:

monthly

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

Tier 1:

- Teachers will utilize MAC and CHAMPS to set clear expectations and develop classroom routines and procedures.
- (2) Resource Counselor Assistants will be utilized to help connect with targeted students in need of additional supports such as positive connections with adults on campus, support with connecting with other students, or needing breaks from classroom environment for short periods of time.
- RCAs will provide individual and small group skills instruction and reinforcement.
- Classroom teachers will provide tier 1 social and emotional learning in the classrooms through the use of class meetings, Second Step, and additional resources
- Targeted support team will meet bi-weekly to monitor student progress and make recommendations to best support students' needs.
- PLC developed instructional calendars to support weekly Tier 1 SEL instruction.
- Materials and supplies to support Tier 1 and RCA instruction.

Tier 2:

- Tier 2 Specialist to connect with students and provide check-in/check-out services, push in services, individual, and small group instruction to identified students.
- Tier 2 Specialist to collaborate with classroom teachers and support staff to monitor students' progress.
- Provide Tier 2 supports for students focused on SEL skills and competencies.
- Identify Tier 2 students who need additional support based PowerBI data, Office discipline referral in ATLAS, referrals from staff through the Targeted Support Team.
- Materials and supplies to support Tier 2 Instruction.

Tier 3

- Students will be referred to Tier 3 services based on referrals from the Student Study Team process, the Targeted Support Team, and push in/pull out services.
- Provide Tier 3 supports for students focused on prerequisite skills

Specify enhanced services for EL students:

-purchase resources for SEL in primary languages as needed.

Specify enhanced services for low-performing student groups:

-Students will receive small group instruction during designated Response To Intervention time weekly.

- Targeted support Team and Student Success Team Meetings for Tier 2 and Tier 3 Behavior students.
- Review attendance data , including the subgroups of Students with Disabilities and African American, during ILT meetings and SPED data chats
- Review subgroup data to target specific needs of Students with Disabilities and African American.

Action 2

Title: Increased Attendance

Action Details:

-Figarden will promote positive school attendance through incentive programs and providing services to students who are chronically absent or habitually tardy.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Absence verification

- Tier 2 specialist and TST team will monitor Power BI data for the following sub-groups on a weekly basis.
 - African American
 - Students with Disabilities
 - Students with 2 or more

Owner(s):

- Office Assistant
- Parents
- Tier 2 Specialist
- CWAS
- Admin
- Home School Liason

Timeline:

Weekly

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

Quarterly Attendance

Owner(s):

- Office assistant
- Teachers
- ILT Team
- Admin
- Students
- Parents
- District CWAS
- CWAS Tier 2 Specialist
- TST Team
- Home School Liason

Timeline:

bi-quarterly

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

-celebrations of 95%+ attendance rate or increase of 10% through Finest Falcon, PBS celebrations, Block F, quarterly attendance awards.

-PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.

-Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

Specify enhanced services for EL students:

-communication with parents in home language regarding the importance of attendance.

Specify enhanced services for low-performing student groups:

- Targeted support Team and Student Success Team Meetings
- Monthly chronic “on deck” supports.
- Special Education focused supports for attendance and incentives.
- Review subgroup data to target specific needs.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: PBIS activities/Finest Falcons/Attendance. Additional actions G3A2, G2A2	2,400.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		13,581.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		12,095.00
G3A1	One-time School	Instruction	Mat & Supp			: SEL resources, materials and supplies. **No food or incentives**	2,000.00
G3A2	Title 1 Basic	Parent Participation	Local Mileag			: HSL and RCA Mileage	500.00

\$30,576.00

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	✓		86.55 %	2021-2022	87.65 %

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.

We have continued to recruit and hire staff that reflects the diversity of our students at all position levels.

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

- CCT and Inclusion Team meet monthly to review data and plan for additional opportunities for positive student/staff interactions and positive staff to staff interactions.

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).

The PLCs are all functioning at different levels due to PLCs being optional this year. Once PLC meetings became optional not all PLCs have been meeting. With the additional 30 minutes of instruction being optional in the second semester it has also been difficult for PLCs that want to meet to do so consistently.

It has been difficult to hire and recruit staff to fill vacant positions this year. At the current time, we have ten unfilled classified positions.

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 2022-23 SPSA.

Continue to recruit and hire highly qualified staff that reflects our student body population.

Pair up veteran teachers with newer teachers, not just in their PLC but also across grade levels.

Plan and provide opportunities for team building activities.

Continue monthly celebrations of staff birthdays.

Increase opportunities for feedback and reflection.

Continue admin open office hours.

Continue to provide professional learning around Cultural Proficiency for all staff.

Increase recruitment of diverse parent participants for the School Site Council, PTA, and other school wide events.

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

1 SSC:

- Continue to recruit and hire highly qualified staff.
- When possible, ensure staff is fully credentialed when hiring.
- Continue to have parents on interview panels, when possible.
- Continue to recruit and hire staff that reflects the diversity of the students.

2 ELAC:

- Continue to match staff with the population of our students.
- Continue to recruit and hire bilingual staff

3 Staff:

- Continue to compose interview panels of various positions.
- Continue to collaborate with SPED and other departments to recruit highly qualified staff.
- Continue to collaborate with Teacher Development, Teacher Residency Programs, and outside agencies to recruit staff.

Action 1

Title: Recruitment and Retention of Staff

Action Details:

- Figarden Elementary will actively continue to recruit staff members that reflect the diversity of the Figarden community at all levels of the school's personnel.
- Maintain active and supportive Professional Learning Communities for teachers and all staff members focusing on supporting the unique assets and needs of the community.

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

Figarden's Student Population data is as follows:

- 6.8% of students are two or more races.
- .5% Filipino
- 20.2% White
- 10.6% African American
- .2% American Indian
- .7% Pacific Islander
- 8.1% Asian
- 53% Hispanic

Owner(s):

- Principal
- Vice-Principal
- Office Manager
- Teachers
- CCT Team
- Inclusion Team

Timeline:

6/23

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

- The Climate and Culture Team and Inclusion Team will continue to use staff survey data (Overall Positive in Belonging Domain) to guide school-wide initiatives and activities to improve the overall feeling of belonging of Figarden staff.
- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels.
- Continue to provide professional learning around Cultural Proficiency, SEL strategies, and Trauma Informed practices for all staff.
- Increase recruitment of diverse parent participants for the School Site Council, PTA, ELAC, etc.

Specify Professional Development or Staff Services to support EL students:

- Continue to provide professional learning around Cultural Proficiency, SEL, and Trauma Informed Practices for all staff.

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

- Continue to provide professional learning around Cultural Proficiency, SEL, and Trauma Informed Practices for all staff.

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	✓		86.81 %	2021-2022	87.91 %

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.

Parent Survey-

- We continue to have a very high percentage of our families who feel included and engaged in their students' education.
- We will continue the commitment to families and the community. Continue PL for Office staff in customer service and greeting of parents and community members.
- Continue to engage students and families in Goal 2 commitments with Arts, Athletics, and Activities.
- Continue to offer elective wheel for students and gain parent input into what electives they would like to see offered.
- Continue with PTA created events and encourage parent participation in school wide events, classrooms, and community events.

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

Parent Survey

- Changes in office staff and office procedures have contributed to families feeling respected and welcomed.
- All staff have made commitment to follow up with families within 24 to 48 hours and have been diligent about doing so this year.
- Staff has continued to offer virtual options for parents to attend parent conferences, back to school night, coffee hours, and PTA meetings.

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).

Due to covid restrictions we were not able to conduct in person parent workshops for literacy or math.
Principal coffee hours have not been widely attended due to them being held virtually due to covid restrictions..

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 2022-23 SPSA.

We will resume in-person coffee hours and parent meetings when restrictions are lifted.
Plan and implement science, math, and literacy nights for families.
Use home school liason to increase school to home communication and connectedness.
Collaborate with parent university to help re-engage parents after the restrictions are lifted.

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

1 SSC:

- Continue with PTA sponsored events such as carnival, goodies with grandparents, family dances, etc.
- Resume in person parent/principal coffee hours
- Resume in person SSC and PTA meetings
- Continue Elective Wheel
- Offer more science and arts opportunities

2 ELAC:

- Continue to offer translation services and babysitting once meetings resume in person.
- Continue to translate Weekly email message

3 Staff:

- Continue with PTA sponsored events.
- Resume all Goal 2 activities, sports, and clubs
- Plan and offer science, math, and literacy parent workshop nights.
- Continue elective wheel but not showcase

Action 1

Title: Increase family engagement and inclusion opportunities

Action Details:

- Figarden will increase inclusive opportunities for families to engage in their students' education by providing additional resources and on-going communication with families, and increased opportunities for parents to get involved with classrooms and school wide events.
- Continue with Goal 2 activities, arts, athletics and encourage parents to get more involved in all events.
- Continue Elective wheel and get parent input into what they and their students would like to see offered.

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

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

Owner(s):

- Principal
- Vice Principal
- Office Staff
- Teachers
- Home School Liason
- Instructional Coach

Timeline:

6/23

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

- Administration Team, Teachers, and Office Staff will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Create parent workshops focused on topics aligned with supporting students in K-3 literacy, 4th-6th Grade Math, and Science.
- Principal Coffee Hours will be set up on a monthly basis with a variety of topics centered around engaging families in their student's education.
- Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
- Continue weekly communication with families through Falcon Flyer, School Messenger, and Figarden Website.
- Host family events such as Back to School Night, Open House, and events organized and facilitated through the Figarden PTA.

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

- Admin will work with support staff including the home school liason and CWAS Tier 2 specialist to reach out to families of EL students.
- Continue to provide translation services for flyers, meetings, etc.
- Ensure participation in providing input into the SPSA and other EL decisions.

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

- Collaborate with families to support the unique needs of our student population.
- Collaborate with families to get their input on school wide events and activities.
- Continue to seek community input through virtual platforms.
- Low performing and special needs students will be offered, encouraged, or recruited to participate in all arts, athletics, and activities. We feel that this fosters a positive connection to school and may motivate students to perform at higher levels.
- Purchase supplies and/or licenses to allow communication with families to go home in a variety of forms.
- Create virtual opportunities for students who may not be able to stay after school
- transportation when possible for students who are not able to participate due to transportation to events
- provide babysitting for families as needed to allow for parent participation

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden 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	Parent Participation	Oth Cls-Supp			Childcare/Translating services for parent meetings.	668.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings and participation. **No food or incentives**	500.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Inclusion Team and K-2 Music supplemental time.	6,437.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			City of Fresno PARCS : Science Mobile for Back to School Night to increase family involvement and inclusion opportunities.	450.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent meetings and parent involvement.	500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translation services for parent meetings.	209.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings and participation.	200.00

\$8,964.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0160 Figarden Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		34,423.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Mystery Science Site License for K-6 classrooms.	1,325.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Scholastic Magazine subscription for K-6 classrooms to supplement CORE instructional materials to enhance ELA standards mastery through current events.	3,600.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Supplemental materials and supplies to support literature circles and classroom Novel studies.	2,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction. **No food or incentives**	1,612.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support classroom instruction.	1,659.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for IEP/SST/504 meetings. 2 subs x 15 days. Additional goals G1A2, G1A3	5,304.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for Early learning assessments TK/K. 4 days x 5 teachers	3,556.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,498.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning Books	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support instruction. Additional goals include G1A2, G1A3 Materials and supplies include but are not limited to Xerox paper, ink for community printers, classroom supplies, etc.	29,849.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instruction. (e.g., computers, monitors, headphones, document cameras, etc.) Additional goals and actions include G1A2, G1A3.	9,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Poster maker, computer, and software to support instruction and to support increased family involvement and inclusive opportunities. Additional Actions include G1A2, G1A3, G5A1	8,950.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Interact Fellows to support MTSS language arts instruction.	36,637.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease	3,800.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance Additional actions include G1A2, G1A3.	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics materials and supplies.	1,200.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			City of Fresno PARCS : Family Science Night	2,000.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		13,021.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,546.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental planning time for EL instruction.	5,323.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support English Learners.	722.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Education and Leadership Foundation: Fellow to support EL instruction.	10,000.00

G1A1	One-time School	Instruction	Teacher-Supp			Supplemental planning time. Additional actions G1A2, G1A3	16,095.00
G1A1	One-time School	Instruction	Cons Svc/Oth			City of Fresno PARCS : Informal Science site visits 30 classrooms x6 session each = 44800. Highway City Community Science Center Field Trips 5 classes x 2 fieldtrips each = 3600.00. All Science visits are aligned to Next Generation Science Standards and Math/ELA standards are embedded into hands-on learning, connected writing, and student collaboration. All of these support learning loss in Math and ELA and support preparation for 5th grade CAASP Science Testing.	44,400.00
G1A1	One-time School	In-House Instructional Staff Deve	Travel			: Travel expenses to attend professional learning conferences	2,000.00
G1A2	Sup & Conc	Instructional Supervision & Adm	Crt Supr-Sub			Admin sub for professional learning. Additional actions G1A1, G1A3	1,207.00
G1A2	One-time School	Instruction	Teacher-Subs			Subs for Professional Learning: MLD, PLI, and other PL opportunities.	5,062.00
G1A2	One-time School	Instruction	Teacher-Supp			Supplemental planning time for MLD planning	3,961.00
G2A2	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Sup			Supplemental Classified support	523.00
G2A2	One-time School	Instruction	Nc-Equipment			: Furniture for care and connect rooms, Falcon's nest, Sensory motor room, and flexible seating options for classrooms.	16,790.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: PBIS activities/Finest Falcons/Attendance. Additional actions G3A2, G2A2	2,400.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		13,581.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		12,095.00
G3A1	One-time School	Instruction	Mat & Supp			: SEL resources, materials and supplies. **No food or incentives**	2,000.00
G3A2	Title 1 Basic	Parent Participation	Local Mileag			: HSL and RCA Mileage	500.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare/Translating services for parent meetings.	668.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings and participation. **No food or incentives**	500.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Inclusion Team and K-2 Music supplemental time.	6,437.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			City of Fresno PARCS : Science Mobile for Back to School Night to increase family involvement and inclusion opportunities.	450.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies to support parent meetings and parent involvement.	500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translation services for parent meetings.	209.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings and participation.	200.00

\$319,803.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,287.00
Sup & Conc	7090	\$165,208.00
LCFF: EL	7091	\$18,000.00
One-time School	7099	\$90,308.00
Grand Total		\$319,803.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$262,950.00
G2 - Expand student-centered and real-world learning experiences	\$17,313.00
G3 - Increase student engagement in their school and community	\$30,576.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,964.00
Grand Total	\$319,803.00