


**Hidalgo Elementary**

10621666105746

Principal's Name: Xee Moua

Principal's Signature: 

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

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<b>District Goals</b>	
<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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
<b>1. Principal - Xee Moua</b>	X				
<b>2. Chairperson – Michelle Madrigal</b>			X		
<b>3. Vice Chair - Secillia Parra</b>		X			
<b>4. Richard Gallegos</b>		X			
<b>5. Diane Varian</b>			X		
<b>6. Lorena Camarena</b>				X	
<b>7. Janet Ramirez</b>				X	
<b>8. Alejandra Martinez</b>				X	
<b>9. Felicitas Ramirez</b>				X	
<b>10.</b>					
<b>11.</b>					
<b>12.</b>					
<b>13.</b>					
<b>14.</b>					
<b>15.</b>					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>4/8/21</u> .

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Xee Moua		4/7/2022
<b>SSC Chairperson</b>	Michelle Madrigal		4/7/2022

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

## Hidalgo - 0215

**ON-SITE ALLOCATION**

3010	Title I	\$63,999 *
7090	LCFF Supplemental & Concentration	\$215,774
7091	LCFF for English Learners	\$115,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$117,949</u>
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$513,322</b>

* 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	\$2,188
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$61,811</u>
	Total Title I Allocation	<u>\$63,999</u>

## Hidalgo 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 ELAD1 to D2 - percentage of students who met 40% or above stretch growth			36.2 %	2021-2022	46.3 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			51.27 %	2021-2022	61.37 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		15.85 %	2021-2022	25.95 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			42.65 %	2021-2022	52.75 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			57.56 %	2021-2022	67.66 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		9.73 %	2021-2022	20.83 %

**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.

#### iReady ELA D2 Proficiency

In 2021-22 15.66%(80 students) are on or above grade level. In 2020-21 20.94%(101 students) are on or above grade level; an decrease of 5.28%.

In 2021-2022 9.8%(50 students) of 3-6 graders are on or above grade level. In 2020-2021 16.9%(50 students) of 3-6 graders are on or above grade level; a decrease of 7.1%.

This is the first year we have implemented the following SPSA actions. The decrease in iReady ELAD2 proficiency levels can be due to multiple reasons including COVID restrictions.

Implementation of GVC and foundational reading skills instruction in TK-2

- Admin team to use the IPG to walk classrooms to collect trend data

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

#### iReady ELA D2 Proficiency and iReady Math D2 Proficiency

- With a year of virtual learning and hybrid instructional models, students have come in performing below grade level 63.81% (305 students) at two or more grade levels below on D1. In D2 that percentage has decreased to 45.55% (220 students).
- Attendance due to COVID related symptoms or positivity
- Limited PL and PLC
- Student's social emotional needs
- Gap in learning due to 2020-2021 school closure and virtual school year

- Professional learning using iReady data system/resources and GVC resources to plan instruction (January 10th and February 28th Buy Back).
- We had three classrooms with teachers on leave. There were no consistent subs until the end of January.

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

- Due to COVID restrictions and PLC decisions, three grade levels did a full grade level deployment for the first and second quarters.
- Progress monitoring system is not fully in place yet
- Opportunities for meeting of RTII Team including teachers to discuss student progress has not taken place due to no subs available

Computer literacy

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

Morning/after school tutoring/intervention

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

**iReady Math D2 Proficiency**

In 2021-2022 9.52%(46 students) are on or above grade level. In 2020-21 14.9%(68 students) are on or above grade level; an decrease of 5.38%.

In 2021-2022 5.79% (28 students) of 3-6 are on or above grade level and in 2020-2021 11.5 %(36 students) are on or above grade level; an decrease of 5.71%.

- Engagement in comprehensive math program focused on Focus, Coherence, and Rigor
- Tier 1 and Tier 2 math instruction within the classroom
- Computer literacy
- 5-6 Teachers participated in Math Lesson Design (MLD) professional learning.
- Morning/after school tutoring/intervention
- Use of adaptive resources such as Khan Academy and Prodigy to provide personalized learning and reteach.

***\*\*Although our proficiency levels have decreased from 2020-2021 to 2021-2022, our students have been making progress in their growth towards being on grade level.***

<b>Reading</b>	<b>D1</b>	<b>D2</b>
<b>2+ Below</b>	62.37% (295 students)	47.75% (244 students)
<b>1 Below</b>	32.35% (153 students)	36.4% (186 students)
<b>On Level</b>	5.07% (24 students)	15.66% (80 students)
<b>1+Above</b>	1.16% (1 student)	1.18% (1 student)

<b>Math</b>	<b>D1</b>	<b>D2</b>
<b>2+ Below</b>	63.81 (305 students)	45.53% (220 students)
<b>1 Below</b>	32.85% (157 students)	44.7% (216 students)

<b>On Level</b>	3.35% (16 students)	9.52% (46 students)
<b>1+Above</b>	0%	1.49% (1 student)

**iReady D2 ELA and Math Percentage of students met typical and stretch growth in 2021-2022.**

- Goal setting with students (not consistent and not school wide yet)
- 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

**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 restrictions and limited PLC and PL have impeded the intended and actual implementation of actions and budget expenditures to meet these goals. There have been many challenges for collaborative work and grade level implementations of collaborative, differentiated and response to instruction and intervention (RTII).

**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.

With less restrictive measures, PLC and PL will provide focused learning, collaboration with data based decision making and action planning targeting grade level, class and individual student needs. Frequent and consistent PLCs will allow frequent goal setting and cycles of continuous improvement.

**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:**

Budget Priorities:

- Continue to focus on reading to provide students with reading skills
- Continue to fund Intervention TSA and four Teaching Fellows
- Continue to fund CSA
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and

**2 ELAC:**

Budget Priorities:

- Continue to focus on reading to provide students with reading skills
- Continue to fund Intervention TSA and four Teaching Fellows
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and resources.

**3 Staff:**

Budget Priorities:

- Continue to fund a 1.0 FTE Intervention TSA and four Teaching Fellows
- Continue to have Intervention TSA provide intervention support for grades 3-6'
- Continue to have Designated TSA provide intervention for grades K-3

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

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- Fund incentives and materials to motivate students
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- Provide funds for adaptive software in ELA, Math, and ELD
- Continue with afterschool tutoring for identified students
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- 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

- Start iReady goal setting for students K-6
- Continue to fund CSA
- Continue to provide technology web subscriptions support (Seesaw, Nearpod, Starfall, RAZKids...)
- Continue to work with California Mini-corps Program for intervention and/or provide tutoring support for migrant students.

## Action 1

**Title:** TK- 2 ELA/Literacy Program

### [Action Details:](#)

#### **Tiered Levels of Support:**

Hidalgo will implement a TK-2 comprehensive reading program to develop proficient readers with the capacity to read and comprehend grade level texts by 3rd grade. 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 third grade.

- Tier 1- Implementation of Reading Foundational Standards in all TK-2 classrooms
- 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 students' understanding and working knowledge in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Instruction using the Wonders Curriculum will be differentiated to provide students with targeted instruction.

3. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for foundational reading skills and reading comprehension by providing professional learning based on data trends collected from classroom walk-throughs using the Instructional Practice Guide for literacy, student assessment data and teacher surveys.

**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. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG). Walks will include feedback focused on EL instruction.
2. iReady and Interim (for DI) assessment results
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and Power BI data reports.
6. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. PLC Data Chats /Grade Level PLC protocol Collection Tool and Individual Teacher Data Chats

**Owner(s):**

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students

**Timeline:**

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly

**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 both in connected text as well as out of context
  - Opportunities will be provided for productive struggle; staging conditions for students to think critically
  - Frequent monitoring of student progress using the TKAG, FAS, iReady and grade level CFA's will drive the content (minimum of 4 CFA's 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 3rd 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 up to 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, Teaching Fellows and school social worker.
  - **Tier 1**-Implementation of Reading Foundational Standards instruction using the GVC in all TK-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 an extra 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, Inter-Act 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 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.
3. All students will engage in computer literacy daily for 30-60 minute blocks.
  - Teachers will provide instruction in using technology platforms such as Teams, Nearpod, and Seesaw to promote digital literacy and support student's personalized learning; improving reading foundational skills and reading comprehension.

- Supplemental technology platforms such as Nearpod and Seesaw 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 computer based 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 CAMini-Corps Tutors to provide tutoring to TK- 2 migrant students during school and after school hours.

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

#### **Supports requiring Categorical funding:**

A. Certificated substitute teachers will be provided to support teacher short and long-term planning, Professional Learning Communities, data chats, and adapting new technology into the GVC. Subs will also relieve teachers to meet for Student Study Team Meetings.

B. Graphics to print visual support material for English learners and parent communication.

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

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.

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

F. Lease a copier to supplement teacher materials printing to support EL instruction.

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 computer literacy as funds are available.

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

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

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

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 Campus Safety Assistant will support efforts aimed at decreasing disproportionality and 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.

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

Q. 4 Teaching Fellows will support the Tier II and III reading intervention program.

R. Funds will be provided for maintenance and tech repairs.

S. Graphics to support campus culture and communicate school-wide vision and guidelines for success.

#### **Specify enhanced services for EL students:**

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- 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.

#### **Specify enhanced services for low-performing student groups:**

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##### **Students With Disabilities (SWD) will receive the following enhanced services:**

- Wonderworks, Unique Curriculum, Star, Wonders, Corrective Reading curriculum will be used to provide targeted instruction for SWD
- Differentiate instruction will be utilized for all students to have equal access to the class GVC/Intervention Curriculum.
- Instructional opportunities in whole group, small groups and individual settings with task rigor aligned to the individual needs of each student.
- Paraprofessional will be utilized to provide academic support, student engagement and scaffolded support for student success during all parts of the school day

- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
- 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.
- Checking for understanding strategies such thumbs up/thumbs down, turn to your partner and restate (if students are verbal), whiteboards or pre- and post- assessments will be used consistently to check for student understanding.
- UDL/Access/Multiple modalities will be allowed for final product for assignments.
- Inclusion opportunities will be provided in all subject areas for all SWD.
- Special Education Teachers will meet with general education counterparts twice per month to co-plan coteaching opportunities in general education inclusion classrooms utilizing Universal Design for Learning(UDL).
- Special Education teachers will provide testing accommodations for RSP students in general education settings.
- Special Day Class Mild-Moderate classes will have two grade level spans.

## Action 2

**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 to learn new concepts, more time to practice concepts or acceleration.
3. Reading Strategies to include: Close Reading, Text Dependent Questions, Annotation, Collaborative Conversations, Productive Talk, 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 teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with foundational reading skills and reading comprehension by providing professional learning based on trends collected from the Instructional Practice Guide for Literacy, 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**

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG),
2. iReady and Interim (for DI) assessment results
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and Power BI data reports.
6. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. PLC Data Chats /Grade Level PLC protocol Collection Tool

**Owner(s):**

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students

**Timeline:**

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly

**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 an extra 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/afterschool 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 daily for 30-60 minute blocks.

- Teachers will provide instruction in using technology platforms such as Teams, Nearpod, and Seesaw to promote digital literacy and support student's personalized learning; improving reading foundational skills and reading comprehension.
- Supplemental technology platforms such as Nearpod and Seesaw 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 instructional programs 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 (split-funded .5 FTE to oversee reading intervention for intermediate students)

#### Specify enhanced services for EL students:

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- 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
- EL Services Dept. will continue to provide after school 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.
- Supplemental Contracts for Certificated/Classified staff will be offered to provide morning and after school tutorial homework center targeting at-risk and LTEL 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 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.

#### Specify enhanced services for low-performing student groups:

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##### Students With Disabilities (SWD) will receive the following enhanced services:

- Wonderworks, Unique Curriculum, Star, Wonders, Corrective Reading curriculum will be used to provide targeted instruction for Students with Disabilities (SWD)
- Differentiate instruction will be utilized for all students to have equal access to the class GVC/Intervention Curriculum.
- Instructional opportunities in whole group, small groups and individual settings with task rigor aligned to the individual needs of each student.
- Paraprofessional will be utilized to provide academic support, student engagement and scaffolded support for student success during all parts of the school day
- Checking for understanding strategies such as thumbs up/thumbs down, turn to your partner and restate (if students are verbal), whiteboards or pre- and post- assessments will be used consistently to check for student understanding.
- UDL/Access/Multiple modalities will be allowed for final product for assignments.
- Inclusion opportunities will be provided in all subject areas for all SWD.
- Special Education teachers will provide testing accommodations for RSP students in general education settings.
- Special Day Class Mild-Moderate classes will have two grade level spans.
- Special Education Teachers will meet with general education counterparts twice per month to co-plan coteaching opportunities in general education inclusion classrooms utilizing Universal Design for Learning (UDL).

### Action 3

**Title:** TK-6 Math Program

#### Action Details:

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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 connects 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**

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG),
2. iReady and Interim (for DI) assessment results
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and Power BI data reports.
6. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. PLC Data Chats /Grade Level PLC protocol Collection Tool

**Owner(s):**

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students

**Timeline:**

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly

**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 at least once a week for a 30-60 minute block in the computer lab or in the classroom. Go! Math personal math trainer will be used to provide students with reteach, practice, acceleration, assessments and personalized learning.
  - 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.
  - Teachers in grades 5-6 will participate in Math Lesson Design (MLD) professional learning. Sub-release time will be provided to allow MLD coaching cycles, planning and visitations.
5. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using adaptive computer based 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 After School funds.
6. Adaptive resources 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 SWD.
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.

**Specify enhanced services for EL students:**

- 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
- 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.
- 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 Mni-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.

**Specify enhanced services for low-performing student groups:**

- Go! Math, Unique Curriculum, Number Worlds curriculum will be used to provide targeted instruction for SWD
- Differentiate instruction will be utilized for all students to have equal access to the class GVC/Intervention Curriculum.
- Instructional opportunities in whole group, small groups and individual settings with task rigor aligned to the individual needs of each student.
- Paraprofessional will be utilized to provide academic support, student engagement and scaffolded support for student success during all parts of the school day
- Checking for understanding strategies such thumbs up/thumbs down, turn to your partner and restate (if students are verbal), whiteboards or pre- and post- assessments will be used consistently to check for student understanding.
- UDL/Access/Multiple modalities will be allowed for final product for assignments.
- Inclusion opportunities will be provided in all subject areas for all SWD.
- Special Education teachers will provide testing accommodations for RSP students in general education settings.
- Special Day Class Mid-Moderate classes will have two grade level spans.
- Special Education Teachers will meet with general education counterparts twice per month to co-plan coteaching opportunities in general education inclusion classrooms utilizing Universal Design for Learning(UDL).

**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

<b>Reasoning for using this action:</b>	<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**

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 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 identified EL student progress with use of the Imagine Learning software diagnostic assessment.
6. 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 use the district adopted GVC to provide designated ELD instruction during differentiated instructional time.
2. Teachers will use Integrated ELD strategies, the ELA/ELD State Standards, and district adopted curriculum to provide Tier 1 instruction in English Language Development for all EL students.
3. Identified EL students will be given access to Tier 2 Imagine Learning adaptive software 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 Imagine Learning sessions provided by certificated/classified staff.
4. 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,
5. EL students will engage in computer literacy at least once a week in the classroom. Designated Schools TSA will provide instructional support in using computer program/software to promote digital literacy and support student's personalized learning. Imagine Learning 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.
6. Supplemental service contracts will be provided to certificated and classified staff to provide a morning or after school EL intervention using online learning platforms. Software such as Imagine Learning will be purchased to support English Language Development of identified at-risk and LTEL students.

**Resources requiring funding:**

- A. Materials and supplies including, but not limited to classroom materials, notebooks, paper, pencils, book sets, fry erase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction such as web subscriptions.
- B. Funding for graphics dept. to print visual support material for English learners and parent communication.
- C. ELPAC assessors will be provided to support with test proctoring.
- D. Lease a copier to supplement teacher materials printing to support EL instruction.
- E. Language Interpreters will support teachers at school functions such as back-to-school night and parent-teacher conferences.
- F. Technology and other noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to accelerate English language acquisition.
- G. Babysitting will be provided to promote parent participation in school meetings in service of English Learners.
- H. Drinks and food snacks and materials will be provided for parent meetings.
- J. 1.0 FTE Home School Liaison provided by the district (Spanish) will be bridge communication gaps with parent community.

K. 1.0 FTW (.5 FTE to support EL students) TSA will coordinate ELPAC and oversee intervention for EL students at Tiers II and III. TSA will act as Lab School coordinator in conjunction with EL services to establish rigorous learning environments for English learners.

L. Substitutes will be provided for teacher short and long-term planning, professional learning communities, and adapting new technology for English learners.

#### Specify enhanced services for EL students:

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1. 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
2. Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFA's
3. EL students will be provided with designated ELD instruction during differentiated instructional time.
4. Integrated EL strategies will be used to support students in all content areas.
5. 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:
6. Certificated/classified staff to provide a morning and/or after school EL intervention using computer based programs.
7. ELPAC Progress Monitoring Status Report from ATLAS will be utilized to monitor growth and gaps for EL students. FUSD R-FEP Monitoring forms will be utilized to monitor students who have been reclassified from English Learner to Reclassified-Fluent English Proficient (R-FEP).
8. Teachers will provide ongoing data chats with our EL students to discuss ELPAC results and identify gaps in meeting Reclassification criteria.
9. ELPAC assessors will be provided to administer the ELPAC assessment.
10. Academic Coach will provide professional development and coaching cycles to support English Language Development.
11. 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.
12. 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.

#### Specify enhanced services for low-performing student groups:

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1. Supplemental service contracts will be offered to certificated and classified staff to provide a morning/after school tutoring/intervention using computer based programs. Identification for targeted students will be based on data collected from ATLAS or Power BI.
2. Supplemental contracts will be provided to certificated/classified staff to provide homework help, tutoring and/or intervention after school.

# 2022-2023 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	Mat & Supp			: Supplemental Materials and Supplies	9,501.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs	2,411.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs Teacher Planning	24,108.00
G1A1	One-time School	Instruction	Bks & Ref			Web Subscriptions	2,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Supplemental Materials and Supplies **No food or incentives**	19,356.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows Foundation (4, 4 hr Tutors 5 days)	56,985.00
G1A2	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.4400	Madrigal	66,683.00
G1A2	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5600	Madrigal	84,870.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	8,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Supp Materials and Supplies	1,438.00
G1A4	LCFF: EL	Instruction	Direct-Maint			: Maintenance	2,933.00
G1A4	One-time School	Instruction	Nc-Equipment			: Tech to Support Inst.	14,000.00

**\$292,785.00**

**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	✓		87.87 %	2021-2022	92.97 %

**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.

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 and The 7 Habits of Happy Kids books 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.
5. Students in 4th-6th grades will have opportunities to participate in student leadership roles and community clubs such as K- Kids.

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

COMD mandates have reduced or eliminated opportunities for students to participate in real-world learning experiences across all student demographics.

**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).

2021-2022 COMD mandates impeded opportunities for students to engage in real-world experiences in person. Most experience have been virtual.

**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.

2022-2023 SPSA lists viable goals and actions that aim to specifically address the greatest growth opportunities as revealed by the spring Climate and Culture Survey. See Step 1, Part 2. New partnerships with community agencies and programs will be created.

**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:

School site council responded with strong support in staff's efforts to make learning engaging. They applauded teachers who have incentivized learning to motivate their students.

**2** ELAC:

ELAC committee was presented Panorama Data. The committee was also elated to learn that language support services are being provided for 2022-2023. Parents were excited to participate in any efforts that would lead to providing real-world learning experiences.

**3** Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions. Certificated Teachers' survey results revealed a significant need for training in cultural competence. Only 34% of certificated staff answered favorably to having been trained in Cultural Competence. Our greatest opportunity for growth rests in how often we teach people the effect that their ethnicity and gender have on those around them a reality in your work place, with only 27% favorable responses. There is a clear need to continue having discussions that address cultural differences to raise awareness and reflection in their own belief systems. All certificated teachers received training in the fall and early spring, however there remains a clear need deepen our conversations and personal reflections on the subject

## 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 and The 7 Habits of Happy Kids books 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.
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, Feeder Schools' campus clubs. Students

**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:
<p>1.Data for office referrals will be collected and reviewed by the Climate and Culture Team quarterly.</p> <ul style="list-style-type: none"> <li>• Office Referrals (Levels of Behavior)</li> <li>• Office referral rate by teacher analysis.</li> <li>• Monthly data collection on suspension.</li> </ul>	Climate and Culture Team	Quarterly
<p>2. Climate and Culture Team will conduct classroom walkthroughs focusing on implementation of:</p> <ul style="list-style-type: none"> <li>• Second Step Lessons</li> <li>• Class Meetings</li> <li>• CHAMPS</li> </ul>	Climate and Culture Team	Quarterly
<p>3. Climate and Culture Team will review, analyze and use staff, student and parent surveys to plan professional learning and next steps.</p> <ul style="list-style-type: none"> <li>• Review and analyze Panorama Education student surveys on Number and percentage of students that responded "Most of the time" or "All of the time" to "There is a teacher or some other adult who really cares about me." question.</li> <li>• Review and analyze Panorama Education survey students data of Number and percentage of parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school question.</li> <li>• Review and analyze Panorama Education survey students data of students that responded "Most of the time" or "All of the time" to "I feel like I am part of this school" question.</li> </ul>	Climate and Culture Team	Annually
<p>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:</p> <ul style="list-style-type: none"> <li>• Is there a culture of learning and high expectations in this classroom?</li> <li>• Students complete instructional tasks, volunteer responses and/or ask appropriate questions.</li> <li>• Students follow behavioral expectations and directions and execute transitions and procedures efficiently.</li> <li>• Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.</li> <li>• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.</li> </ul>	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

- Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with 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) or practice one or more of the 7 Habits.
- PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success and the 7 Habits of Happy Kids. 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 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.
- The 7 Habits for Happy Kids and companion book- Leader in Me
  - Habit 1 Be Proactive \* You're in charge
  - Habit 2 Begin with the End in Mind \* Have a plan
  - Habit 3 Put First Things First\* Work first, then play
  - Habit 4 Think Win-Win \* Everyone can win
  - Habit 5 Seek First to Understand, Then to Be Understood \* Listen before you talk
  - Habit 6 Synergize \*Together is better
  - Habit 7 Sharpen the Saw\* Balance feels best

3. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention and development of the 7 Habits of Happy Kids.

- 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: MVP, Sportsman, Most Improved, 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/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 to Kids Day, Talent Show, Student Assemblies, Peach Blossom, Choir, Band, and Men of Character, K-Kids Community Service Club, 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.

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

10. Targeted students will participate in the Young Eagles Program to learn about and experience aviation.

#### Specify enhanced services for EL students:

- 1.0 FTE 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.
- Each teacher will specifically review positive behavior rewards and activities during back to school night and fall parent conferences.
- Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.
- 1.0 FTE Home School Liaison will provide translations for parents meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.
- Babysitting/translation will be provided to allow EL parents to participate in school parent activities

#### Specify enhanced services for low-performing student groups:

- 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.
- 1.0 FTE SEL TSA, School Social Worker, CWAS, All For Youth 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.
- 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, Peer Mediation
- Provide opportunities for inclusion for Students with Disabilities:
  - Increase participation of SWD by allowing for peer buddies in clubs and athletics
  - GE students participation in Special Olympics
  - inclusion opportunities for Alternative Learning Placement (ALP/SDC) Special Day Classes for lunch/class meetings/PE/Goal 2 Activities
- 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.

# 2022-2023 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	One-time School	Instruction	Direct-Graph			: Graphics	1,000.00

**\$1,000.00**

**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	✓		56.46 %	2021-2022	36.86 %
Suspension Rate - Semester 1	✓		1.12 %	2021-2022	0.79 %

**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 In 2021-22**

51.9%(269 students) students have chronic attendance and 40.4%(244 students) have severely chronic attendance.

**Chronic Absenteeism(African American)**

2021-2022 57.7% (15 students) had chronic attendance and 78.9%(30 students) had severely chronic attendance.

**Chronic Absenteeism(Students with Disabilities)**

2021-2022 20.65.3%(47 students) had chronic attendance and 51.8%(44 students) had severely chronic attendance.

**Suspensions studentswith1 or more**

2021-2022 suspension students with 1 or more is at .98% (6 students).

**Suspensions studentswith1 or more (African American)**

2021-2022 African American suspension with 1 or more is at 5.13% (2 students).

**Suspensions students with1 or more (Students With Disabilities)**

2021-2022 Students with Disabilities suspension with 1 or more is at 5.12% (2 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.

**Chronic Absenteeism**

Participation in extracurricular activities is sometimes available on a privileged or based on merit/grades.

During 21-22, athletic coaches and campus club organizers will increase participation rate of targeted underrepresented subgroups not to exclude students who have not met meritorious academic achievements.

**Chronic Absenteeism(African American)**

Participation in extracurricular activities is sometimes available on a privileged or based on merit/grades.

During 21-22, athletic coaches and campus club organizers will increase participation rate of targeted underrepresented subgroups not to exclude students who have not met meritorious academic achievements.

**Chronic Absenteeism(Students with Disabilities)**

Participation in extracurricular activities is sometimes available on a privileged or based on merit/grades.

During 21-22, athletic coaches and campus club organizers will increase participation rate of targeted underrepresented subgroups not to exclude students who have not met meritorious academic achievements.

**Suspensions studentswith1 or more**

21-22 Six students have one or more suspensions. As a restorative school, students have been provided with alternatives to suspension such as restorative meetings, repair circles and meaningful work, individual SEL learning/counseling with the RP counselor, SEL TSA or Social Worker. One out of the six participate in Young Men of Character.

**Suspensions students with1 or more (African American)**

21-22 The two identified students have received alternatives to suspension (listed above).

**Suspensions students with 1 or more (Students With Disabilities)**

21-22 The two identified students have received alternatives to suspension (listed above).

**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).

2020-2021 school closures and distance learning created a narrow range of opportunities for students to engage in school and community activities. At Hidalgo, no opportunities were afforded to students at the guidance of the district office.

**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.

School Site Council will approve the 2022-23 SPSA with viable goals and actions that aim to specifically address the greatest growth opportunities as revealed by the spring Climate and Culture Survey. See Step 1, Part 2. These changes can be found in SPSA Goal 3, Action 1.

**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:

School site council responded with a virtual applause in celebration of the plans to onboard a Mixteco and Spanish speaking home school liaison. Parent and Staff council members alike expressed relief over the acquisition of language support resources for the upcoming year.

**2** ELAC:

ELAC committee was presented Panorama Data on 4/8/21. The committee was also elated to learn that language support services are being provided for 2022-23 school year.

**3** Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions.

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

Staff 86% responded favorably to questions related to academic and social emotional learning; 7% below FUSD Elementary.

- 60% responded favorably to students plan the steps they need to take to reach their goals.
- 88% responded favorably to the school helps students develop strategies to manage and understand their emotions
- 88% responded favorably to students believe they can learn and grow from their mistakes.
- 82% responded favorably to this school prepares me to meet my students needs.

- 73% responded favorably to students know how to change and improve based on the feedback they are given.
- 72% responded favorably to students believe they can overcome challenges in their lives even when things are hard.
- 67% responded favorably to students at this school are prepared for life with real-world experiences.

Our greatest opportunity for growth according to our panorama data is in the areas of academic and social emotional learning and student-centered and real-world experiences.

In 2022-23, the site will focus in the areas of academic and social emotional learning and student-centered and real-world experiences to increase student attendance and decrease student suspension rates.

## Action 1

**Title:** Chronic Absenteeism and Attendance Rate

### Action Details:

Hidalgo 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

1. ATLAS attendance report. School Messenger Attendance report

#### Owner(s):

Office Assistant, CWAS, HSL

#### Timeline:

Daily

2. Chronic Absence report

Office Assistant, CWAS, HSL

Daily

3. Review Power BI Attendance indicators by subgroups and grade level.

Office Assistant, CWAS, 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):

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1. Office Assistant, CWAS and 1.0 FTE Spanish HSL will facilitate student and parent outreach to encourage daily attendance.
  - CWAS provides 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.
  - CWAS provides 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. CWAS and 1.0 FTE Spanish HSL will make home visits for those students who have chronic absenteeism. 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 increase attendance rate.
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 incentive/award for example Quarter 1 Popsicle, Quarter 2 Doughnuts & hot chocolate, Quarter 3 Shaved Ice and Quarter 4 Ice Cream Sundae.
6. 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.
7. 1.0 FTE SEL TSA CWAS, School Social Worker, Restorative Practices Counselor and All For Youth Counseling support will be provided for 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, interpreters, 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 in the classroom. Extra time will be added to increase FTE as funds are available.

### Specify enhanced services for EL students:

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1. CWAS, 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 School Messenger 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 babysitting, interpreters, school events and for parent meetings.

### Specify enhanced services for low-performing student groups:

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The CWAS will provide counseling and build relationships with the Homeless, African American, and SWD groups demonstrating poor attendance. Student and family supports will include:

- Incorporate Incentive Charts to motivate the unmotivated learner.
- Immediate supports for prior year chronic students
- CWAS will conduct attendance chats with chronically absent students.
- Practice connecting w Students (2x10)
- Attendance/Mentoring Group
- School staff will make 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.
- School Social worker parent /child intervention
- Student Success Team will explore SEL and /or academic supports for students referred by the MTSS Team.
- Identified students will be encouraged to attend the Saturday Academy session to remove an absence from their attendance record.
- Community resources related to food, shelter and other personal necessities
- Social services resources will be provided related to medical and Social emotional supports

- Parent education will be provided 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 (Peachjar, newsletters, flyers, school messengers) to increase student engagement in school and community activities.

## Action 2

**Title:** Suspension Rate

### [Action Details:](#)

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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, Leader In Me and 7 Habits of Happy Kids to promote personal responsibility 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 RP Counselor.

Tier 3- Identified students will have opportunities to participate in social skills groups and/or individual therapy provided by the School Social Worker, RP Counselor and All for Youth 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:**

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 (number of students suspended, reasons for suspension, types of misbehavior and location of misbehavior).

Climate and Culture Team

Bi-Monthly

2. Climate and Culture Team will conduct classroom walkthroughs will focus on implementation of:

Climate and Culture Team

- Second Step Lessons
- Class Meetings
- CHAMPS
- Leader In Me & 7 Habits of Happy Kids
- 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 and Culture Team

- Social-Emotional Learning Survey-Positive Student Responses
- Climate & Culture Survey: Positive Student Responses
- Climate & Culture Survey: Positive Staff Responses
- Climate & Culture Survey: Positive 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?

Climate and Culture Team, Principal and Vice Principal

- 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.

**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 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.

- Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with 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) or practice one or more of the 7 Habits.
- PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success and the 7 Habits of Happy Kids. 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

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
- The 7 Habits for Happy Kids and companion book- Leader in Me

- Habit 1 Be Proactive \* You're in charge
- Habit 2 Begin with the End in Mind \* Have a plan
- Habit 3 Put First Things First\* Work first, then play
- Habit 4 Think Win-Win \* Everyone can win
- Habit 5 Seek First to Understand, Then to Be Understood \* Listen before you talk
- Habit 6 Synergize \*Together is better
- Habit 7 Sharpen the Saw\* Balance feels best

4. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention and development of the 7 Habits of Happy Kids.

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 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/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. 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. Extra time will be added to increase as funds are available.

#### Specify enhanced services for EL students:

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

#### Specify enhanced services for low-performing student groups:

**African American, Homeless, 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.

behavior rewards and activities.

5. Home School Liaisons will provide translations for parents 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.

- 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.
- Child Welfare Attendance Specialist will provide counseling and build relationships with the Homeless, 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.

## 2022-2023 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	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.4375	Jerónimo "Supports G3A2 and all Goal 1 Actions"	57,660.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Othr Crt-Reg	Teacher, Spec Assgn	0.3625	Jerónimo "Supports G3A2 and all Goal 1 Actions"	47,777.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant, Campus Safety	1.0000	1.0 CSA	67,142.00
G3A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.2000	Jerónimo "Supports G3A2 and all Goal 1 Actions"	26,359.00

**\$198,938.00**

**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	✓		86.54 %	2021-2022	90 %

**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.

The Hidalgo staff has worked on developing the Hidalgo Mission, Vision, Values and Agreements:.

**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:  
 Staff Survey- 87% of staff responded favorably to organizational domain, 3% below the FUSD Elementary average.

- 77% 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 "This school prepares me to meet my students needs."
- 83% of staff responded favorably to "I feel valued at this school."
- 86% of staff responded favorably to "Adults at this school model the social emotional skills we expect from students."
- 86% of staff responded favorably to "We have a culture that provides staff with the following: Feedback

**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. "

Only 35/72 staff responded to the staff survey, 79 families responded and 291 students responded to the student survey in the fall. The goal for next year is to increase the number response rate in all areas.

Staff:

- 85% of staff who participated in the survey responded favorably to teacher.
- 87% of staff responded favorably to being a classroom teacher

Student:

- 86% of students who participated in the survey responded English Learner
- 88% of students who participated in the survey responded to yes socioeconomically disadvantaged
- 87% of students who participated in the survey responded favorably to Asian
- 87% of students who participated in the survey responded to Hispanic

Family:

- 97% of families who participated in the survey responded to Hispanic or Latino for "What is your child's race or ethnicity and what is your race or ethnicity?"

The number of low response rates were due to the survey being administered virtually.

to improve and grow."

- 89% of staff responded favorably to "We have a culture that provides staff with the following: Opportunities to be involved in planning and decision making."
- 91% of staff responded favorably to "I enjoying being at this school."
- 94% of staff responded favorably to "This school values understanding different races, ethnicities and cultures."

Students responses:

- 86% of students responded favorably to Adults at my school seem to enjoy being there.
- 88% of students responded favorably to My school values understanding different races, ethnicities, and culture.

Family responses:

- 95% of families favorably to Adults at my child's school seem to enjoy being there.
- 100% of families responded favorably to My child's school values understanding different races, ethnicities, and cultures.

79% of students are of Hispanic descent, with 48% EL students. This created a socio-linguistic gap in our ability to connect with our Mixteco and Spanish speaking families. After interviewing and waiting, we were able to hire a Mixteco/Spanish HSL to close the communication gap with our families. Office manager, office assistant and HSLs have been hired with the goal of closing the communication gap with students, parents and the Hidalgo community.

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 2021-22 school year we added a first grade Spanish DLI class to support our Kindergarten Spanish DLI cohort. Hidalgo currently have one PS, two kindergarten and one first grade DLI classroom and two Bilingual Spanish classrooms. In 2022-23, we will add a second grade Spanish DLI classroom.

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**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).

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2021-2022 COVID 19 limitations created a narrow range of opportunities for staff to engage in school and community activities.

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**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.

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Budget and staffing request will be presented for approval by the current school site council and supported by the needs assessment provided by certificated and classified staff.

**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:

School site council responded with a virtual applause in celebration of the plans to onboard a Mixteco and Spanish speaking home school liaison. Parent and Staff councilmembers alike expressed relief over the acquisition of language support resources for the upcoming year.

**2** ELAC:

ELAC committee was presented Panorama Data . The committee was also elated to learn that language support services are being provided for 2022-2023 school year.

**3** Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions.

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

Staff 86% responded favorably to questions related to academic and social emotional learning; 7% below FUSD Elementary.

- 60% responded favorably to students plan the steps they need to take to reach their goals.
- 88% responded favorably to the school helps students develop strategies to manage and understand their emotions
- 88% responded favorably to students believe they can learn and grow from their mistakes.
- 82% responded favorably to this school prepares me to meet my students needs.
- 73% responded favorably to students know how to change and improve based on the feedback they are given.
- 72% responded favorably to students believe they can overcome challenges in their lives even when things are hard.
- 67% responded favorably to students at this school are prepared for life with real-world experiences.

Our greatest opportunity for growth according to our panorama data is in the areas of academic and social emotional learning and student-centered and real-world experiences.

In 2022-23, the site will focus in the areas of academic and social emotional learning and student-centered and real-world experiences to increase student attendance and decrease student suspension rates.

## 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%.

**Owner(s):**

Climate and Culture Team

Instructional Leadership Team

**Timeline:**

Fall and Spring

Fall and Spring

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

- 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.
- If funds permit, purchase food and materials and supplies to facilitate campus culture activities to strengthen inter and intrapersonal relationships between staff and students and staff.
- 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.

**Specify Professional Development or Staff Services to support EL students:**

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

Push 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.

# 2022-2023 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	Sup & Conc	Instruction	Mat & Supp			: Support School Climate and Culture	10,082.00

**\$10,082.00**

**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	✓		93.16 %	2021-2022	94.26 %

**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.

T

The Hidalgo staff has worked on developing the Hidalgo Mission, Vision, Values and Agreements:.

**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:

Staff Survey- 87% of staff responded favorably to family engagement domain, 4% below the FUSD Elementary average.

- 84% of staff responded favorably to "Students' families feel like they are partners in decision making at this school."
- 84% of staff responded favorably to "This school frequently updates families about students' progress in class."
- 88% of staff responded favorably to "This school encourages family participation."

**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."

Only 35/72 staff responded to the staff survey, 79 families responded and 291 students responded to the student survey in the fall. The goal for next year is to increase the number response rate in all areas.

Staff:

- 89% of staff who participated in the survey responded to teacher.
- 87% of staff who participated in the survey responded to being a classroom teacher

Student:

- 77% of students who participated in the survey responded English Learner
- 77% of students who participated in the survey responded to yes socioeconomically disadvantaged
- 73% of students who participated in the survey responded favorably to Asian
- 77% of students who participated in the survey responded to Hispanic
- 76% of students who participated in the survey responded to yes special education status

Family:

- 93% of families who participated in the survey responded to Hispanic or Latino for "What is your child's race or ethnicity and what is your race or ethnicity?"

The number of low response rates were due to the survey being administered virtually.

- 90% of staff responded favorably to "Our students' families feel like they are a part of this school."
- 91% of staff responded favorably to "Students' families have opportunities to provide input at this school."

Students responses- 77% of students responded favorably to family engagement Domain; 1% above the FUSD Elementary average.

- 71% of students responded favorably to " My family feels like they are part of my school."
- 83% of students responded favorably to "My school encourages family participation."

Family responses- 93% families responded favorably to Family Engagement; 4% above the FUSD Elementary average.

- 90% of families favorably to "My child's school encourages family participation."
- 91% of families responded favorably to "I feel like I am part of my child's school."
- 92% of families responded favorably to "I feel like I am part of my child's school."
- 95% of families favorably to "My child's school frequently updates me about my child's progress in class."
- 95% of families favorably to "I have opportunities to provide input at my child's school."
- 96% of families favorably to "Adults at my child's school treat me with kindness and respect."

79% of students are of Hispanic descent, with 48% EL students. This created a socio-linguistic gap in our ability to connect with our Mixteco and Spanish speaking families. After interviewing and waiting, we were able to hire a Mixteco/Spanish HSL to close the communication gap with our families. Office manager, office assistant and HSLs have been hired with the goal of closing the communication gap with students, parents and the Hidalgo community.

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 2021-22 school year we added a first grade Spanish DLI class to support our Kindergarten Spanish DLI cohort. Hidalgo currently have one PS, two kindergarten and one first grade DLI classroom and two Bilingual Spanish classrooms. In 2022-23, we will add a second grade Spanish DLI classroom.

**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).

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AMixteco/Spanish and Spanish HSL was hired to close the communication gap with our families. Office manager, office assistant and HSLs have been hired with the goal of closing the communication gap with students, parents and the Hidalgo community. Due to COMD-19 restrictions, inclusive opportunities for families to engage in their child's education were limited in the 2021-22 school year.

**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.

---

Budget and staffing request will be presented for approval by the current school site council and supported by the needs assessment provided by certificated and classified staff.

**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:

School site council responded with a virtual applause in celebration of the plans to onboard a Mixteco and Spanish speaking home school liaison. Parent and Staff councilmembers alike expressed relief over the acquisition of language support resources for the upcoming year.

**2** ELAC:

ELAC committee was presented Panorama Data on. The committee was also elated to learn that language support services are being provided for 22-23.

**3** Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions. Fall staff survey results revealed a significant need for focus in academic and social emotional learning. Staff 86% responded favorably to questions related to academic and social emotional learning; 7% below FUSD Elementary.

- 60% responded favorably to students plan the steps they need to take to reach their goals.
- 88% responded favorably to the school helps students develop strategies to manage and understand their emotions
- 88% responded favorably to students believe they can learn and grow from their mistakes.
- 82% responded favorably to this school prepares me to meet my students needs.
- 73% responded favorably to students know how to change and improve based on the feedback they are given.
- 72% responded favorably to students believe they can overcome challenges in their lives even when things are hard.
- 67% responded favorably to students at this school are prepared for life with real-world experiences.

Our greatest opportunity for growth according to our panorama data is in the areas of academic and social emotional learning and student-centered and real-world experiences.

In 2022-23, the site will focus in the areas of academic and social emotional learning and student-centered and real-world experiences to provide opportunities for families to engage in their students' education.

**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.

**Owner(s):**

Home School Liaison(s)  
Vice-Principal

**Timeline:**

Fall and Spring Panorama Surveys as well as individual workshop surveys

**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:**

1. 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.
2. Home School Liaison will support EL students and families through interpreting, outreach, parent education, home visits and related services. (Spanish and Mxteco)
- 2.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.
- 3.Home School Liaison and administrative staff will contacted parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle Student, Eagle Pride Student, semester awards assemblies, R-FEP recognition.)
4. Administrative Substitutes will be provided to allow for planning and development of school-wide professional learning and progress-monitoring practices in diversity and equity.
5. 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.
6. Parents of recently Reclassified EL students will be invited to celebrate their R-FEP status during ELAC Meetings and school site council.
7. Food and snacks will be provided to encourage participation in parent meetings.
8. Materials and supplies will be purchased to support parent educational workshops and meetings.
9. The dual immersion program will be promoted during parent workshops, during school enrollment, community events booths, school messenger, Peachjar and by leveraging the school's social media platforms.

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

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

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

School will communicate weekly with parents through School Messenger, 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, 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 communicated by HSL and parent workshops.

5. Home School Liaison will provide translations for parents 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.

SEL TSA, School Social Worker, CWAS, All For Youth 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.

## 2022-2023 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	Parent Participation	Cls Sup-Sup			Parent Involvement (Babysitting, Interpreters, etc.)	6,339.00
G5A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	1,000.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent Involvement (Babysitting, Interpreters, etc.)	678.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Food for Parent Involvement	2,500.00

**\$10,517.00**

## 2022-2023 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	Mat & Supp			: Supplemental Materials and Supplies	9,501.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs	2,411.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs Teacher Planning	24,108.00
G1A1	One-time School	Instruction	Bks & Ref			Web Subscriptions	2,500.00
G1A1	One-time School	Instruction	Mat & Supp			: Supplemental Materials and Supplies **No food or incentives**	19,356.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows Foundation (4, 4 hr Tutors 5 days)	56,985.00
G1A2	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.4400	Madrigal	66,683.00
G1A2	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5600	Madrigal	84,870.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			ELPAC Assessors	8,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: EL Supp Materials and Supplies	1,438.00
G1A4	LCFF: EL	Instruction	Direct-Maint			: Maintenance	2,933.00
G1A4	One-time School	Instruction	Nc-Equipment			: Tech to Support Inst.	14,000.00
G2A1	One-time School	Instruction	Direct-Graph			: Graphics	1,000.00
G3A1	Title 1 Basic	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.4375	Jeronimo "Supports G3A2 and all Goal 1 Actions"	57,660.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Othr Crt-Reg	Teacher, Spec Assgn	0.3625	Jeronimo "Supports G3A2 and all Goal 1 Actions"	47,777.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	1.0000	1.0 CSA	67,142.00
G3A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.2000	Jeronimo "Supports G3A2 and all Goal 1 Actions"	26,359.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Support School Climate and Culture	10,082.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Involvement (Babysitting, Interpreters, etc.)	6,339.00
G5A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance	1,000.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Parent Involvement (Babysitting, Interpreters, etc.)	678.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Food for Parent Involvement	2,500.00

\$513,322.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,999.00
Sup & Conc	7090	\$215,774.00
LCFF: EL	7091	\$115,600.00
One-time School	7099	\$117,949.00
<b>Grand Total</b>		<b>\$513,322.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$292,785.00
G2 - Expand student-centered and real-world learning experiences	\$1,000.00
G3 - Increase student engagement in their school and community	\$198,938.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$10,082.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$10,517.00
<b>Grand Total</b>	<b>\$513,322.00</b>