


Hidalgo Elementary

10621666105746

Principal's Name: Xee Moua

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List


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

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Hidalgo Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Xee Moua		3/13/24
SSC Chairperson	Blanca Ledesma		3/13/24

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

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

FY 2025/26

Hidalgo - 0215

ON-SITE ALLOCATION

3010	Title I	\$77,556 *
7090	LCFF Supplemental & Concentration	\$239,838
7091	LCFF for English Learners	\$124,278

TOTAL 2025/26 ON-SITE ALLOCATION	\$441,672
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,248
Program Budget	\$75,308
Total Title I Allocation	\$77,556

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Hidalgo Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-71.8 pts	-98.2 pts	2023-2024	-83.2 pts
SBAC ELA - Average distance from standard (Asian)	✓		-71 pts	2023-2024	-56 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-104.9 pts	2023-2024	-89.9 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-100.3 pts	2023-2024	-85.3 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-97.6 pts	2023-2024	-82.6 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-110.8 pts	2023-2024	-95.8 pts
SBAC ELA - percentage of students met/exceeded standard	✓	20.7 %	15.3 %	2023-2024	20.3 %
SBAC Math - Average distance from standard	✓	74.1 pts	-104.5 pts	2023-2024	-89.5 pts
SBAC Math - Average distance from standard (English Learner)	✓		-107.8 pts	2023-2024	-92.8 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-104.4 pts	2023-2024	-89.4 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-103.7 pts	2023-2024	-88.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	22.4 %	12.2 %	2023-2024	17.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1-Based on the metrics in this Current Goal, students are not reading on grade level as identified by SBAC. Only 15.3% of students met/exceed standards. Average distance from standards in -98.2 points.

- Asian, English Learner, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities are specific student groups performing below grade level as identified by SBAC ELA

Action 2- Based on the metrics in this Current Goal, students are not performing on grade level in math as identified by SBAC. Only 12.2% of students met/exceed standards. Average distance from standards is -104.5 points.

- English Learner, Hispanic, Socioeconomically Disadvantaged are the specific student groups performing below grade level as identified by Math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1- 1. Students are not mastering foundational skills in the primary grades. 2. There is need for developing and consistency in tier1 foundational skill building for staff. 3. There is a need to consistently use the GVC for foundational skills.

Action 2- 1. Students are not mastering math fluency and building number sense at the primary grades (BTBF). 2. Students are not mastering conceptual math skills. 3. PLCs are not progress monitoring have not used CFAs and data analysis to the fullest extent. 3. The need for developing effective teaching strategies for Math.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1- 1. Tutoring/Intervention for the identified students not on grade level. 2. Parent engagement; opportunities to give access to resources (books) to families. 3. Professional learning opportunities for staff, including conferences.

Action 2- 1. Consistent delivery of number talks and BTBF in grades 1-6. 2. Implementation of PLC+ Foundations and the use of formative assessments. 3. Professional learning opportunities for staff, including conferences.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: TK- 2 ELA/Literacy Program

Fully Implemented

24-25 SPSA Actions were fully implemented. There needs to be refinement regarding the use of instructional minutes for grade level content during Tier 1 instruction. PLCs will continue to implement a comprehensive reading program with an emphasis on use of the GVC, early literacy, and foundational reading skills in grades PK-2. The focus of PLC work will continue to focus on the implementation of TLC, foundational reading strategies and differentiation in Tier 1 to achieve our goal of students reading by first grade.

Action 2: 3-6 ELA/Literacy Program

Fully Implemented

24-25 SPSA Actions were fully implemented. There needs to be refinement regarding the use of instructional minutes for grade level content during Tier 1 instruction. PLCs will continue to implement a comprehensive reading program with an emphasis on foundational skills and reading comprehension. The focus of PLC work will continue to focus on the implementation of TLC, foundational reading strategies and differentiation in Tier 1.

Action 3: TK-6 Math Program

Fully Implemented

24-25 Actions were fully implemented. There needs to be a refinement regarding the use of instructional minutes for grade level content during Tier 1 instruction. PLCs will continue to implement a comprehensive math program with an emphasis on the use of shifts required by the CCSS for mathematics. The focus of PLC will continue to focus on the implementation Math Lesson Design and BTBF/Number Talks.

Action 4: Long-Term English Learners

Fully Implemented

24-25 Actions were fully implemented. There is a decrease in Long-Term English Learners (LTELs) and increase the number of students moving up. Students are provided with ongoing support that aligns EL instruction with the State Standards through integrated, designated, and extended learning opportunities. Teachers have been provided with the opportunities to participate in professional learning in use of ELA/ELD State Standards to guide instruction in literacy with integrated ELD and monitoring the implementation of ELA/ELD State Standards, Frameworks, and instruction.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: TK- 2 ELA/Literacy Program

Partially Effective

There needs to be refinement regarding the use of instructional minutes for grade level content during Tier 1 instruction. PLCs will continue to implement a comprehensive reading program with an emphasis on use of the GVC, early literacy, and foundational reading skills in grades PK-2. The focus of PLC work will continue to focus on the implementation of TLC, foundational reading strategies and differentiation in Tier 1 to achieve our goal of students reading by first grade.

Action 2: 3-6 ELA/Literacy Program

Partially Effective

There needs to be refinement regarding the use of instructional minutes for grade level content during Tier 1 instruction. PLCs will continue to implement a comprehensive reading program with an emphasis on foundational skills and reading comprehension. The focus of PLC work will continue to focus on the implementation of TLC, foundational reading strategies and differentiation in Tier 1.

Action 3: TK-6 Math Program

Partially Effective

There needs to be a refinement regarding the use of instructional minutes for grade level content during Tier 1 instruction. PLCs will continue to implement a comprehensive math program with an emphasis on the use of shifts required by the CCSS for mathematics. The focus of PLC will continue to focus on the implementation Math Lesson Design and BTBF/Number Talks.

Action 4: Long-Term English Learners

Partially Effective

There is a decrease in Long-Term English Learners (LTELs) and increase the number of students moving up. Students are provided with ongoing support that aligns EL instruction with the State Standards through integrated, designated, and extended learning opportunities. Teachers have been provided with the opportunities to participate in professional learning in use of ELA/ELD State Standards to guide instruction in literacy with

integrated ELD and monitoring the implementation of ELA/ELD State Standards, Frameworks, and instruction.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

There will be refinement regarding the use of instructional minutes for grade level content during Tier 1 instruction. GVC facility Foundational reading skills time will

Section D: 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.

SSC:

Budget Priorities:

- Continue to focus on early literacy skills at Tier I in the classroom and Tier II with targeted support from Cullinan tutors to provide students with reading skills using OG,
- Continue to fund Intervention TSA
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and resources.
- Continue to increase computer engagement and provide technology for students
- Fund incentives and materials to motivate students.
- Continue with iReady
- Provide funds for adaptive software in ELA, Math, and ELD as funds allow.
- 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.

ELAC:

Budget Priorities:

- Continue to focus on reading to provide students with reading skills
- Continue to fund Intervention TSA and SEL TSA
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and resources.
- Continue to provide classroom technology. Provide incentives and materials to motivate students.
- Continue using iReady for school-wide progress-monitoring metric. Provide funds for adaptive software in ELA, Math, and ELD.
- Continue with afterschool tutoring for identified students.
- Continue to fund subs to release teachers to plan and observe colleagues.
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and to develop action plans to increase student success. Increase communication about accommodations for ELL/SWD to ELAC.
- An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on March 5, 2025.
- Communications were sent to parents and staff to invite them to offer input for the 25-26 drafting of the SPSA
- Three drop-in sessions were held during afterschool hours

Staff:

Budget Priorities:

- Continue to fund a 1.0 FTE Intervention TSA Continue to have Intervention TSA provide intervention support for students in grades 3-6.
- Continue to have Literacy Grant funded Primary TSA provide intervention for grades K-3.
- Start iReady goal setting for students in grades K-6. Continue to provide technology web subscriptions support
- Continue to work with California Mini-corps Program for intervention and/or provide tutoring support for migrant students.
- Communications were sent to parents and staff to invite them to offer input for the 25-26 drafting of the SPSA
- Communications were sent to parents and staff to invite them to offer input for the 25-26 drafting of the SPSA
- Communications were sent to parents and staff to invite them to offer input for the 25-26 drafting of the SPSA
- Four drop-in sessions were held during afterschool hours to offer input throughout the early spring. Additionally, data was shared with Lead Teachers and allocations and actions remain congruent with the staff and community/s input. (March 3, 6, 10 and 12)

to offer input throughout the early spring. Additionally, data was shared with Lead Teachers and allocations and actions remain congruent with the staff and community's input. (March 3, 6, 10 and 12)

Action 1 :

TK-6 ELA

Action Details:

Hidalgo Elementary will implement a comprehensive reading program with a three-tiered systematic approach to improve foundational reading skills and comprehension of complex text. Professional Learning Communities (PLCs) will consistently monitor students' progress using progress monitoring sheets to provide differentiation, intervention and enrichment opportunities for all students.

Goal: By June 2026 Hidalgo Elementary will decrease the distance from meeting standards in ELA from -98.2 to -83.2 as measured by the Smarter Balanced Summative Assessment (SBAC).

1. Grades K-6 will provide a Response to Instruction and Intervention (RTII) approach to develop proficient readers.

- Tier 1: Implementation of Reading Foundational Standards in all TK-2 classrooms utilizing the Guaranteed and Viable Curriculum (GVC).
- Tier 2: Opportunities for differentiated instruction, small flexible groupings and deployment for explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency by frequent monitoring of student progress using RTII system.
- Tier 3: Opportunities for targeted pull out/push-in intervention support during and/or before/after school focused on i-Ready Domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension.

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

3. Hidalgo Elementary will address teaching deficiencies and pedagogical strategies in instructional delivery for all students struggling with foundational reading skills and reading comprehension.

- 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 by designing lessons using the Teaching and Learning Cycle (TLC).
- Utilized the Blended Learning structure to provide instruction with targeted instructional strategies, differentiate instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs. More time will be provided to learn new concepts, more time to practice concepts and acceleration.
- Reading Strategies to include Close Reading, Text Dependent Questions, Annotation, Academic Conversations, Making Thinking Visible, and Thinking Skills.
- Engage students in higher levels of thinking reaching levels 2, 3 and 4 using Webb's Depth of Knowledge (DOK).
- Engage students in assessments that are standards-based.

4. Hidalgo Elementary will design professional learning opportunities for teachers based on data trends collected from classroom walk-throughs using the Instructional Practice Guide for literacy, student assessment data and teacher surveys. The focus of ELA instruction and PLC+ work will address teacher clarity using [Teacher Clarity](#) (Fisher & Frey, 2024) and Instructional Practice Guide (IPG) Tenets 2B, 2C, 3 and 4.

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Teachers in K-6 grades will implement a comprehensive reading program focused on foundational reading skills and reading comprehension.

- Utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies.
- Lessons will focus on high quality text and include questions and tasks which integrate the standards and build students' comprehension of the text and its meaning
- Explicit foundational skills lessons being taught are aligned to the reading foundational standards for the grade level.
- Opportunities will be provided for students to practice reading and writing newly acquired skills in connected text materials.
- Opportunities will be provided for productive struggle; staging conditions for students to think critically.
- Frequent monitoring of student progress using CAASPP/SBAC, TKAIG, FAS, i-Ready, writing samples, and grade level CFAs (minimum of 3 CFAs per quarter) will drive the content
- Academic coach will provide professional development and coaching cycles to support implementation of a comprehensive reading program.

2. Students in grades K-6 will participate in a 30-to-40-minute grade level Response to Instruction and Intervention (RTII) approach to develop on grade level readers. Classroom Teachers will provide Tier 1, Tier 2 and Tier 3 support with Literacy Coach (1.0 FTE Literacy Grant funded), Intervention TSA (1.0 FTE), SEL TSA (1.0 FTE) and Cullinan Education Center Tutors (Literacy Grant funded). The RTII Team will include but is not limited to: Principal, Vice Principal, Literacy Coach, Intervention TSA, SEL TSA, Tier 2 Specialist, RPSC, School Social Worker, School Psychologist, RSP Teacher, Cullinan tutors, and classroom teachers.

- **Tier 1:** Implementation of Reading Foundational Standards instruction using the GVC in all K-6 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 and comprehension.
- **Tier 2:** Opportunities for 30-40 minutes of RTII time will be provided for all students 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, fluency and/or comprehension by frequent monitoring of student progress. Students will be deployed during their designated times to grade level teachers, Literacy Coach, Intervention TSA, Cullinan Education Center Tutors, SEL TSA, Tier II Specialist or 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: i-Ready, Wonders Phonics Diagnostic Assessment, CFAs, and teacher recommendation. Groups will remain fluid to allow for appropriate targeted foundational reading skills instruction. RTII Team will meet monthly to monitor student progress and make changes to groupings as necessary. Tier 2 instruction and intervention materials will be purchased to support RTII system.
- **Tier 3:** Opportunities for targeted pull out/push in intervention support during and/or before/after school focused on reading foundational skill gaps. Student in need of intensive support will be referred for potential services through the TST Team referral system. TST Team meetings will be held bi-weekly to review student referrals and coordinate support services. SST meeting will be scheduled by the TST 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 TST 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 regularly.

- Students will engage in i-Ready personalized instruction for 30-49 minutes a week.
- Teachers will provide instruction in using technology platforms such as Teams to promote digital literacy and support student's personalized learning, improving reading foundational skills and reading comprehension.
- Supplemental technology platforms will be purchased to support personalized learning.
- Additional adaptive instructional computer programs will be purchased to support reading foundational skills and reading comprehension.
- Technology and other noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy as funds are available.

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

5. Hidalgo will fund contract with Cullinan Education Center Tutors through the Literacy Grant to provide RTII for students in K-6. Cullinan Education Tutors will use Orton Gillingham strategies and monitor student progress bi-weekly.

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

- Preschool: By June 2025, 80% of Preschool students will achieve a DRDP rating of "Building Middle", "Building Later" or "Integrating Earlier" on the following five Language and Literacy Development (LLD) measures: LLD 3, 7, 8, 9, and 10.
- TK: By June 2025: 85% of TK students will know more than 14 uppercase and lowercase letters, 70% of TK student will recognize 10 or more letter sounds, 85% of TK students will achieve a TK-FSA rating of (Sustaining) on name writing.
- K: By the end of the third i-Ready administration 77% of kindergarten students will be at or above grade level in the McLane Region.
- 1st: By the third i-Ready administration 51% of 1st grade students will be at or above grade level in the McLane Region.

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

8. Certificated substitutes will be provided to release teachers to participate in professional learning, grade level planning, learning walks, coaching cycles, and SST meetings.

9. Instructional Leadership Team (ILT): Principal, Vice Principal, Grade Level Leads, Academic Coach, Literacy Coach and TSAs will be provided with professional learning opportunities to participate in conferences such as PLC+, Clarity and Visible Learning to build their capacity in teaching and leadership.

10. Teachers will be provided with professional learning opportunities to participate in conferences to build their capacity in clarity of standards, content knowledge, lesson design and teaching strategies...

Supplemental Supports requiring Categorical funding:

Personnel:

- A. Certificated substitute teachers will be provided for learning walks, teacher short and long-term planning, Professional Learning Communities, data chats, administration of student progress assessments and adapting new technology into the GVC. Substitute teachers will also relieve teachers to meet for Student Study Team Meetings, teacher release time for observation of exemplary practices.
- B. Supplemental Service Contracts to be offered to Certificated Teachers to provide afterschool academic support to at-risk students and extracurricular activities during the extended day.
- C. 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.
- D. Babysitting will be provided to promote parent participation in school meetings.
- E. ELPAC assessors will be provided to support with individual test proctoring.
- F. 1.0 FTE Home School Liaison (Spanish) provided by district will be bridge communication gaps with parent community and possible.
- G. 1.0 FTE district-funded Campus Safety Assistant will support efforts aimed at decreasing disproportionality, increasing attendance and reducing suspensions.
- H. 1.0 TSA will coordinate and deliver intervention for students in grades 3-6. TSA will also coordinate ELPAC and oversee intervention/enrichment for EL students and coordinate formative and summative district and state assessments.
- I. 1.0 SEL TSA will provide Tier I and II SEL support. TSA will also coordinate school-wide events to enhance student wellness, community-building and sense of belonging.
- J. 1.0 Literacy Coach will provide professional learning, instructional support, coaching cycle and intervention/enrichment support for students in Preschool- 2nd grade.
- K. Orton Gillingham tutors will support the Tier II and III reading intervention program through the Cullinan Education Center. (Literacy Grant)

Materials and Supplies:

- L. Materials and supplies to provide print visual support material for English learners, campus beautification, SEL messaging and parent communication.
- M. Materials and supplies will be provided to support the arts, music, and all FUSD Goal 2 extra-curricular involvement. (Prop 28)
- N. Materials and supplies including, but not limited to student incentive events, classroom materials, notebooks, paper, pencils, book sets, dry erase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction. Materials will also be purchased to support classroom SEL needs, such as self-regulation tools, i.e. alternative seating, bean bags, fidgets, visual timers, manipulatives, etc.
- O. Lease a copier to supplement teacher materials printing to support program needs such as EL and DLI.
- P. Noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased and repaired to support instruction.
- Q. Additional adaptive instructional computer programs will be purchased to support reading foundational skills, reading comprehension and web subscriptions.
- R. Drinks and food snacks will be provided for parent meetings and student incentive events.
- S. Materials and supplies will be provided to support the arts, music, and all FUSD Goal 2 extra-curricular involvement. (Prop 28)
- T. Funds will be provided for maintenance repairs, installations of small-scale upgrades to facilities to adapt the educational setting to support program needs, expansion, and provide inclusivity. and tech repairs to support safety, student achievement and communication with stakeholders.
- U. Custom designed signage will be purchased to support campus culture and communicate school-wide vision and guidelines for success.

Professional Learning:

- V. Funds will be provided for professional learning conferences, travel and lodging to build staff capacity in teaching/learning and leadership.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

- 50.6% of the Hidalgo student population are English Learners
- 41.3% are making progress towards English language proficiency, a 3.8% decline from 2023-2024

Student English Language Acquisition:

Summative ELPAC, the percent of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI level:

- 16.1% decreased at least one ELPI Level
- 42.7% maintained ELPI Levels 1, 2L, 2H, 3L, 4H
- 41.2% progressed at least one ELPI Level

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

- 57.1% did not progress on the Summative Alternate ELPAC
- 14.3% maintained Summative Alternate ELPAC Level 3
- 28.6% progressed on the Summative Alternate ELPAC

English Language Arts Data Comparison:

- Current English Learners: 120 points below standard, a decline of 13.2 points from 2023-2024
- Recently Reclassified English Learners: 15.8 points below standard, declined 43.3 points
- English Only: 108.8 points below standard, declined 6.2 points

Mathematics Data Comparison:

- Current English Learners: 123.5 points below standard, declined 21.7 points
- Recently Reclassified English Learners: 15.2 points below standard, increased 4.1 points
- English Only: 116.6 points below standard, declined 13.6 points

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

1. *Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically and Hispanic student groups.*
2. *The following resources are being funded with the Title 1 funds to support these student groups: SEL TSA, web subscriptions for intervention and enrichment, materials and supplies and parent involvement.*

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

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

1. *The following resources are being funded with the 7090 or 7091 funds to support these student groups: Intervention TSA, SEL TSA, subs for Admin and Teacher professional learning, academic planning time, learning walks, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent ELAC meetings, babysitter contracts for parent meetings, and ELPAC assessors.*
2. *Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide afterschool academic support and extracurricular activities before and after school.*

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

1. Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs
2. Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework
3. Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFA's
4. 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students
5. Supplemental Service Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students
6. Site licenses for adaptive English language development programs will be purchased to provide extra ELD support for EL students
7. Migrant programs and Mini-Corp programs will target EL students.
8. PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
9. Academic Coach will provide professional development and coaching cycles to support English Language Development.
10. English Learner Department will provide instructional support in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
11. 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.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Asian (AS):

1. Planned teacher and student goal setting conversations, parent meetings.
2. Supplemental Services Contracts for babysitting and materials/supplies for parent involvement in SSC, ELAC, Parent Engagement and Caring for Kids workshops.
3. Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide afterschool academic support to at-risk students and extracurricular activities during the extended day.
4. 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Asian (AS):

1. 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students.
2. 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.
3. Supplemental Services Contracts with Generation Changers to provide mentoring and engagements in structured activities during recess.
4. Supplemental Services Contracts for ELPAC assessors to support with individual test proctoring.
5. Substitutes for Admin and teacher will be provided for data chats, professional learning, academic planning time, learning walks and subs for SSTs will be provided.
6. Technology, maintenance and upgrades, materials and supplies for engagement of ELs.
7. Materials and supplies, food and babysitter contracts for parent ELAC meetings.
8. Teacher professional learning conferences, travel and lodging to increase teacher clarity, learning intentions and criteria for success and use of strategic and intentional teaching strategies and lesson structures.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Asian (AS):

1. All students in grades K-6 will participate in a 30-to-40-minute grade level Response to Instruction and Intervention (RTII) approach to develop on grade level readers. Classroom Teachers will provide Tier 1, Tier 2 and Tier 3 support with Literacy Coach (1.0 FTE Literacy Grant funded), Intervention TSA (1.0 FTE), SEL TSA (1.0 FTE) and Cullinan Education Center Tutors (Literacy Grant funded). The RTII Team will include but is not limited to: Principal, Vice Principal, Literacy Coach, Intervention TSA, SEL TSA, Tier 2 Specialist, RPSC, School Social Worker, School Psychologist, RSP Teacher, Cullinan tutors, and classroom teachers,
2. Professional learning will be provided by site Academic Coach, Literacy Coach and Intervention TSA for certificated staff to increase teacher clarity, learning intentions and criteria for success and use of strategic and intentional teaching strategies and lesson structures using the TLC and MLD practices.
3. School-wide progress monitoring structures will be in place using multiple assessments: CAASPP/SBAC, TKAIG, FAS, i-Ready, writing samples, and grade level CFAs (minimum of 3 CFAs per quarter).
4. Purchase of materials and supplies for School-wide student portfolios will highlight student academic and SEL goals and memorialize student evidence of learning (writing samples, students proudest work).

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and RTII.
- Goalsetting: School/Grade Level/Teacher/Student Outcomes monitored by Principal, VPs, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Data analysis of district benchmark, i-Ready Diagnostic reading assessments, SBAC Interim assessments
- Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons (MyPath).
- Percent of students meeting their stretch growth goal will increase by 20% comparing last year's i-Ready scores to this year's.
- Students meeting their D2 i-Ready stretch growth will increase by 10% comparing last year's data to this year's data.
- Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA from -98.2 to -83.2 points
- SBAC Results: increase the percentage of students that are proficient from 15.3% to 20.3%
- iReady3 Results: Increase by 10% from prior year
- Outcomes monitored by Principal, VPs and teachers.

Action 2 :

TK-6 Math

Action Details:

Hidalgo will implement a school-wide comprehensive math program focused on the shifts required by the CCSS for mathematics and bring alive the vision of FUSD mathematics: "Every student will think critically, collaborate, persevere, and solve relevant problems through conceptual, procedural and applied mathematics instruction."

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: Math Lesson Design (MLD), math fluency (BTBF, Dot Talks, Number Talks, Reflex/Frax), student needs and teacher needs.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 engage in MLD lessons focused on the Mathematics Teaching Practices:

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking

3. 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 TST Team referrals. TST Team meetings will be held bi-weekly to review student referrals and coordinate services. SST meetings will be scheduled by the TST Team and conducted once a month. A roving sub will be provided for teacher participation in SST's.

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

- Online tools such as Think Central, Reflex/Frax and IXL 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 MLD.

- Sub-release time will be provided to allow teachers to participate in MLD coaching cycles, planning and learning walks.
- Teachers in grades K-6 will participate in MLD professional learning.

5. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using adaptive online programs such as Think Central, Reflex/Frax and IXL. 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 math fluency, tutoring and/or intervention after or before school.

6. Adaptive online tools such as Khan Academy will be used to provide personalized learning and reteach. Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and students with disabilities.

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

8. Teachers will be provided with professional learning opportunities to participate in conferences to build their capacity in clarity of math standards, content knowledge, Math Lesson Design and instructional strategies.

Supplemental Supports requiring Categorical funding:

Personnel:

- A. Certificated substitute teachers will be provided for learning walks, teacher short and long-term planning, Professional Learning Communities, data chats, administration of student progress assessments and adapting new technology into the GVC. Substitute teachers will also relieve teachers to meet for Student Study Team Meetings, teacher release time for observation of exemplary math practices.
- B. Supplemental Service Contracts to be offered to Certificated Teachers to provide afterschool academic support to at-risk students and extracurricular activities during the extended day.
- C. 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.
- D. Babysitting will be provided to promote parent participation in school meetings.
- E. ELPAC assessors will be provided to support with individual test proctoring.
- F. 1.0 FTE Home School Liaison (Spanish) provided by district will be bridge communication gaps with parent community and possible.
- G. 1.0 FTE district-funded Campus Safety Assistant will support efforts aimed at decreasing disproportionality, increasing attendance and reducing suspensions.
- H. 1.0 TSA will coordinate and deliver intervention for students in grades K-6. TSA will also coordinate ELPAC and oversee intervention/enrichment for EL students and coordinate formative and summative district and state assessments.
- I. 1.0 SEL TSA will provide Tier I and II SEL support. TSA will also coordinate school-wide events to enhance student wellness, community-building and sense of belonging.
- J. 1.0 Academic Coach will provide Math Lesson Design professional learning, instructional support, coaching cycle and intervention/enrichment support for students in Preschool-6th grade.

Materials and Supplies:

- K. Materials and supplies to provide print visual support material for English learners and parent communication.
- L. Materials and supplies will be provided to support math learning and math lesson design
- M. Materials and supplies including, but not limited to student incentive events, classroom materials, notebooks, paper, pencils, book sets, dryerase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction. Materials will also be purchased to support classroom SEL needs, such as self-regulation tools, i.e. alternative seating, bean bags, fidgets, visual timers, manipulatives, etc.
- N. Lease a copier to supplement teacher materials printing to support program needs such as EL and DLI.
- P. Noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased and repaired to support instruction.
- P. Additional adaptive instructional computer programs will be purchased to support reading foundational skills, reading comprehension and web subscriptions.
- Q. Drinks and food snacks will be provided for parent meetings and student incentive events.

Professional Learning:

- R. Funds will be provided for professional learning conferences, travel and lodging to build staff capacity in teaching/learning and leadership.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

Math Data Comparison:

- Current English Learners: 123.5 points below standard, declined 21.7 points
- Recently Reclassified English Learners: 15.2 points above standard, increased 4.1 points
- English Only: 116.6 points below standard, declined 13.6 points

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

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

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

1. The following resources are being funded with the 7090 or 7091 funds to support English Learner student group: Intervention TSA, SEL TSA, subs for Admin and Teacher academic planning time, subs for SSTs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of ELs, clerical supplemental time, food for parent meetings, and babysitter contracts for parent meetings.
2. Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide afterschool academic support and extracurricular activities before and after school.

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

1. Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs to support accessing math content and word problems.
2. Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework for EL students to better access math instruction.
3. Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, i-Ready and grade level CFA's.
4. Designated TSA and 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students.
5. Supplemental Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students.
6. Site licenses of adaptive English language development programs will be purchased to provide extra ELD support for EL students.
7. Migrant programs and Mini-Corp programs will target EL students.
8. PLC's will analyze EL student data from the common assignments, common formative assessments, i-Ready, and ELPAC to progress monitor EL and RFEP students.
9. Academic Coach will provide professional development and coaching cycles to support math learning and math lesson design.
10. EL Department Instructional TSA will continue to support in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
11. 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.

Student Groups

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

1. Planned teacher and student goal setting conversations, parent meetings. Supplemental Services Contracts for babysitting and materials/supplies for parent involvement in SSC, ELAC, Parent Engagement and Caring for Kids workshops.
2. Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide afterschool academic support to at-risk students and extracurricular activities during the extended day.
3. 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

1. 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students.
2. 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.

3. Supplemental Services Contracts with Generation Changers to provide mentoring and engagements in structured activities during recess.
4. Supplemental Services Contracts for ELPAC assessors to support with individual test proctoring.
5. Substitutes for Admin and teacher will be provided for data chats, professional learning, academic planning time, learning walks and subs for SSTs will be provided.
6. Technology, maintenance and upgrades, materials and supplies for engagement of ELs. Materials and supplies, food and babysitter contracts for parent ELAC meetings.
7. Teacher professional learning conferences, travel and lodging to increase teacher clarity, learning intentions and criteria for success and use of strategic and intentional teaching strategies and lesson structures.

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

1. All students in grades K-6 will participate in a 30-to-40-minute grade level Response to Instruction and Intervention (RTII) approach to develop on grade level readers.
2. Classroom Teachers will provide Tier 1, Tier 2 and Tier 3 support with Literacy Coach (1.0 FTE Literacy Grant funded), Intervention TSA (1.0 FTE), SEL TSA (1.0 FTE) and Cullinan Education Center Tutors (Literacy Grant funded). The RTII Team will include but is not limited to: Principal, Vice Principal, Literacy Coach, Intervention TSA, SEL TSA, Tier 2 Specialist, RPSC, School Social Worker, School Psychologist, RSP Teacher, Cullinan tutors, and classroom teachers,
3. Professional learning will be provided by site Academic Coach, Literacy Coach and Intervention TSA for certificated staff to increase teacher clarity, learning intentions and criteria for success and use of strategic and intentional teaching strategies and lesson structures using the TLC and MLD practices.
4. School-wide progress monitoring structures will be in place using multiple assessments: CAASPP/SBAC, TKAIG, FAS, iReady, writing samples, and grade level CFAs (minimum of 3 CFAs per quarter).
5. Purchase of materials and supplies for School-wide student portfolios will highlight student academic and SEL goals and memorialize student evidence of learning (writing samples, students proudest work).

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback.
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA, Math and RTII.
- Goalsetting: School/Grade Level/Teacher/Student Outcomes monitored by Principal, VPs, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Data analysis of district benchmark, i-Ready Diagnostic reading assessments, SBAC Interim assessments.
- Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons (MyPath).
- Percent of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.
- Students meeting their D2 i-Ready stretch growth will increase by 10% comparing last year's data to this year's data.
- Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Data analysis of district benchmark, i-Ready Diagnostic reading assessments, SBAC Interim assessments.
- Outcomes measured by growth from assessment to assessment and through i-Ready Personalized Learning Lessons (MyPath).
- Percent of students meeting their stretch growth will increase by 20% comparing last year's i-Ready scores to this year's.
- Students meeting their D2 i-Ready stretch growth will increase by 10% comparing last year's data to this year's data.
- Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, Planning Time, and Data Chats	9,541.00
G1A1	Sup & Conc	Instruction	Travel			: Funds for teacher professional development, travel, and lodging	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin subs	2,386.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.4000	Intervention TSA	78,657.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	3,887.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for engagement for ELs	2,406.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.6000	Intervention TSA	117,985.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Web subscriptions for at-risk students	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for at-risk students **No incentives or food**	7,231.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	9,970.00

\$236,063.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	93 %	85.8 %	2024-2025	86.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students reported an 85.8% favorable response in the domain of student-centered and real-world learning experiences. While students in grades TK-6 participate in a variety of district-funded field trips, clubs based on their interests, and leadership opportunities to broaden their real-world learning, there is still a need to integrate student-centered and real-world experiences into academic classroom learning. Academic learning objectives should reflect these experiences. Students need to understand the relevance of their learning by answering questions like, "Why am I learning this?" "How can I use it?" "What makes me curious?" and "What's the value?" (Fisher & Frey, 2024).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

During the 2024-2025 school year, various opportunities for student engagement were offered, including sports, clubs, and field trips. However, challenges such as fingerprinting delays, limited transportation availability, and weather-related issues sometimes disrupted these programs. Additionally, some real-world opportunities required staff participation during weekends and late afternoons, but staff availability to supervise these trips was not always consistent.

During classroom walkthroughs, students' responses to relevance-based learning questions ("Why am I learning this?" "How can I use it?" "What makes me curious?" and "What's the value?") focused on task completion rather than connecting to student-centered and real-world experiences.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide afterschool academic support and extracurricular activities before and after school.

2. Supplemental Services Contracts with Generation Changers to provide mentoring and engagements in structured activities during recess.
3. Professional learning to determine the relevance of learning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Self-Directed Learners with Real-World Learning Experiences

Partially Implemented

The actions were partially implemented due to a limited number of field trip opportunities and limited professional learning on the relevance of learning.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Self-Directed Learners with Real-World Learning Experiences

Partially Effective

The actions were partially effective due to a limited number of field trip opportunities and limited professional learning on the relevance of learning.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will continue to coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.
2. Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide clubs or extracurricular activities that are student centered and provide real-world learning experiences before and after school.
3. Supplemental Services Contracts with Generation Changers to provide mentoring and engagements in structured sport activities during recess to engage and connect K-6 students to real-world sports expectations.
4. Academic Coach, Literacy Coach and Intervention TSA provide professional learning on integrating student-centered and real-world experiences into academic classroom learning. Academic learning objectives should reflect these experiences. Students need to understand the relevance of their learning by answering questions like, "Why am I learning this?" "How can I use it?" "What makes me curious?" and "What's the value?" (Fisher & Frey, 2024).

Section D: 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.

SSC:

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

ELAC:

- ELAC committee was presented Panorama Data. The committee was also pleased to learn that language support services will continue to be provided for 2025-2026.
- Parents participated in functions that provide real-world learning experiences by acting as chaperones on field trips, hosting Zumba classes during recess, and volunteering at the incentive student store.
- An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on March 5, 2025.
- Communications were sent to parents and staff to invite them to offer input for the 25-26 drafting of the SPSA
- Three drop-in sessions were held during afterschool hours to offer input throughout the early spring. Additionally, data was shared with Lead Teachers and allocations and actions remain congruent with the staff and community's input. (March 3, 6 and 10)

Staff:

- Classified and Certificated staff were both presented Climate and Culture Survey Data during various meetings.
- Staff student-centered and real-world experiences domain is at 86% (1% decrease from Spring 2024) and the average for FUSD Elementary Schools is 85%.
- The following is how teachers and staff responded to each question: 84% Students know how to change and improve based on the feedback they are given. 78% Students believe they can overcome challenges in their lives even when things are hard. 92% This school teaches lessons in ways that connect to students' lives. 84% Students at this school are prepared for life with real-world experiences. Based on responses, CCT team will continue to provide professional learning to expand student-centered and real-world learning experiences.
- Communications were sent to parents and staff to invite them to offer input for the 25-26 drafting of the SPSA
- Four drop-in sessions were held during afterschool hours to offer input throughout the early spring. Additionally, data was shared with Lead Teachers and allocations and actions remain congruent with the staff and community's input. (March 3, 6, 10 and 12)

Action 1 :

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. Students in grades TK-6 will engage in a variety of learning experiences, field trips, and clubs based on student interest and leadership opportunities to expand student real world learning opportunities. By Spring 2026 Climate & Culture student survey, percent favorable in student-centered/real-world experiences domain will increase to 86.9%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Positive behavior supports such as Soaring Eagle Students (student of the week), Pride Eagles (student of the month) will be provided for students who are making positive decisions in becoming a leader. Student success incentives such as stickers, pencils, water bottles, drawstring backpacks will be purchased.

- Soaring Eagle students will be rewarded weekly to students who have made short term goals with the guidelines for success P.R.I.D.E (Proactive, Respectful, Integrity, Dedication and Empathetic).
 - PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success. PRIDE Eagles will receive a student of the month picture provided by Larson Brothers. PRIDE Eagles will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.
2. All PK-6 grade classrooms will implement:
- CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
 - Behavior Management Plan (turned into administration before the first day of school)
 - OLWEUS Bullying Prevention Program
 - Restorative Practice Counselor (RPSC) will support at Tiers I and II by providing professional learning for staff. RPSC will also facilitate restorative chats with students after administrators have concluded investigations involving student to student and student to teacher inter-relational conflict.
3. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention.
- All PK-6 grade classrooms will develop and implement data portfolios to memorialize student accomplishments and student goals. Materials to implement student portfolio's such as binders and sheet protectors will be purchased.
4. Awards assemblies will be held to recognize student accomplishments. Incentives such as awards, medals and trophies will be purchased to recognize student accomplishments
- Academic awards: Principal' s Award, Honor Roll, Merit List, Perfect Attendance, and Citizenship.
 - Athletic Awards: MVP, Outstanding Sportsmanship, Most Improved, and Team Spirit
5. PR– Personal Responsibility points will be implemented in Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria. Quarterly assemblies will provide positive behavior rewards at the end of each quarter for any student not referred to the office or Soar Slip. 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 purchased items at the Eagle Store.
- A supplemental contract will be provided for certificated or classified staff to coordinate, organize and run meaningful work and the Eagle Store.
8. All students will be provided with opportunities to visit and participate in a wide variety of college, career, leadership and community events and activities such as: Read Across America, Talent Show, Student Assemblies, Performing Arts, Peach Blossom, Choir, Band, Girl Power, Young Men of Character, K-Kids Community Service Club, East Fresno Kiwanis Club, and Student Leadership.
- Student field trips, site activities and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
 - Transportation will be provided to local events for student participation.
 - Materials and supplies to support student engagement in college and careers activities will be purchased to promote college and career readiness.
9. Academic Coach, Literacy Coach and Intervention TSA provide professional learning on integrating student-centered and real-world experiences into academic classroom learning. Academic learning objectives should reflect these experiences. Students need to understand the relevance of their learning by answering questions like, "Why am I learning this?" "How can I use it?" "What makes me curious?" and "What's the value?" (Fisher & Frey, 2024).
10. Supplemental service contracts will be provided for certificated/classified staff to coordinate and supervise special projects such as morning, lunch or afterschool clubs and electives.

Categorically- Funded Supplemental Supports:

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

On our most recent Panorama Fall 2024 Survey, 84% of students responded favorably to "Student-centered and real-world experiences" survey questions. This represents a two percentage-point decrease from our Spring 2024 survey administration. 87% of ELs responded favorably, compared to 82% of English-only peers. However, only 83% of RFEP students responded favorably.

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

1. Planned teacher and student goal setting conversations, parent meetings.
2. Supplemental Services Contracts for babysitting and materials/supplies for parent involvement in SSC, ELAC, Parent Engagement, and Caring for Kids workshops.
3. 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.

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

1. 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.
2. Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide afterschool academic support and extracurricular activities before and after school.
3. Supplemental Services Contracts with Generation Changers to provide mentoring and engagements in structured activities during recess.
4. Technology, maintenance and upgrades, materials and supplies for engagement of ELs. Materials and supplies, food and babysitter contracts for parent ELAC meetings.
5. Academic Coach, Literacy Coach and 1.0 Intervention TSA provide professional learning on integrating student-centered and real-world experiences into academic classroom learning. Academic learning objectives should reflect these experiences. Students need to understand the relevance of their learning by answering questions like, "Why am I learning this?" "How can I use it?" "What makes me curious?" and "What's the value?" (Fisher & Frey, 2024).

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

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

Student Groups

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

No student group is in red according to the CADashboard.

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

No student group is in red according to the CADashboard.

As a site: What are the planned actions to support this student group?

No student group is in red according to the CADashboard.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Fall Climate and Culture student survey-percent favorable in student-centered/real-world experience domain will increase by 3% compared to last year's fall administration.
- Outcomes monitored by Principal, VP, SEL TSA and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, SEL TSA and Climate & Culture Team.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Outcomes measured through ATLAS reports.
- Spring Climate and Culture student survey-percent favorable in student-centered/real-world experience domain will increase by 3% compared to last year.
- Outcomes monitored by Principal, VP, SEL TSA and Climate & Culture Team.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		34 %	2023-2024	33.4 %
Suspension Rate	✓	2.27 %	3.7 %	2023-2024	3.37 %
Suspension Rate - (African American)	✓	18.07 %	24.4 %	2023-2024	24.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Our school faces higher-than-average chronic absenteeism and suspension rates, with a disproportionate impact on African American students. These trends indicate barriers to student engagement, belonging, and access to a positive school experience. To foster a more inclusive and supportive environment, we must implement targeted strategies that improve attendance, reduce exclusionary discipline, and strengthen connections between students, staff, and the broader school community.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Many students may lack access to consistent mentorship from trusted adults who can provide guidance, may not feel a strong sense of belonging at school, and feel a lack of representation in curriculum and staff. When students do not see themselves reflected in the school environment or feel unfairly disciplined, engagement declines and absences increase.
2. While our school has made strides in implementing restorative practices, we recognize the need to deepen our commitment to proactive and supportive interventions. Ensuring that all students have access to structured opportunities—such as mentorship and restorative circles—will help them reflect on their behavior, develop problem-solving skills, and build stronger connections within the school community. By continuing to shift away from exclusionary discipline, we can better address the root causes of disengagement and foster a more inclusive and supportive environment.
3. Chronic absenteeism is often tied to external factors such as transportation challenges, unstable housing, family responsibilities, or limited access to healthcare. Additionally, if families do not feel welcomed or engaged in the school community, they may be less likely to communicate attendance concerns or seek support. Strengthening relationships with families and providing wraparound services could help mitigate these barriers.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Access to resources and representation
 - Establish a structured mentorship program that connects students (especially African American students) with trusted adults (teachers, staff, or community members) who can provide consistent guidance and advocacy.
 - Increase representation of African American staff and mentors to foster culturally affirming relationships and ensure students see role models who reflect their backgrounds.
 - Implement peer mentorship opportunities where older students can support younger students, fostering a culture of belonging and accountability.
 - Allocate time and resources for staff training on relationship-building and mentoring best practices.
2. Increasing restorative practices
 - Provide professional development on culturally responsive classroom management and implicit bias to ensure equitable disciplinary practices.
 - Expand the use of restorative justice practices, including mediation, restorative circles, and student-led conflict resolution programs.
 - Increase access to behavior intervention staff or counselors who can provide support before conflicts escalate to suspension-level behavior.
 - Review and revise discipline policies to ensure they are developmentally appropriate and do not disproportionately impact African American students.
 - Allocate funding for restorative justice practices, de-escalation training, and social-emotional learning (SEL) programs.
3. External factors
 - Strengthen family engagement initiatives by creating culturally responsive outreach efforts, such as African American parent advisory groups or home visits.
 - Provide wraparound services, such as transportation assistance, mental health support, and access to basic needs (e.g., food, clothing, housing resources) to address external barriers to attendance.
 - Strengthen our attendance team who regularly check in with chronically absent students and their families to identify challenges and provide personalized support.
 - Utilize data-driven early warning systems to identify at-risk students and intervene before chronic absenteeism becomes a pattern.
 - Utilize funding for attendance incentives and family events to build trust and connections between school and home.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Chronic Absenteeism and Attendance Rate

Partially Implemented

As we work to improve attendance rates and reduce chronic absenteeism, our school is taking intentional steps to strengthen school culture and climate, foster a sense of belonging, and provide targeted supports for students and families. While we have seen increased engagement from some students, challenges remain in ensuring sustainable and equitable improvements in attendance.

To build a stronger sense of community, we have prioritized school-wide initiatives that promote connection and inclusivity. This includes expanding mentorship opportunities, increasing the use of restorative practices, and incorporating culturally responsive activities that affirm students' identities. Additionally, we have hosted events designed to make school a more enjoyable and engaging place, such as spirit days, student-led activities, and recognition programs that celebrate positive attendance trends.

A key initiative for the upcoming year will be our partnership with Generation Changers, a mentoring program that not only connects students with positive role models but also provides structured recess to ensure safe and engaging play. By creating a more supportive and active school environment, Generation Changers will help students build strong relationships with mentors and peers, fostering a deeper sense of belonging that encourages regular attendance. Additionally, mentors will check in with students, reinforcing the importance of being present and engaged in school.

Recognizing the crucial role of families in supporting attendance, we have enhanced communication and outreach efforts. Home visits, personalized check-ins, and family engagement events have helped strengthen relationships between families and the school, creating a more collaborative approach to addressing attendance barriers. We have also implemented targeted supports for students who struggle with attendance, including attendance mentors, early intervention strategies, and partnerships with community organizations to provide wraparound services.

While these efforts have contributed to a more positive school environment, we acknowledge the need for ongoing refinement and expansion of our strategies. Moving forward, we will continue to focus on increasing student voice in shaping school culture, deepening our restorative and relationship-building practices, and leveraging programs like Generation Changers to ensure that all students feel valued, supported, and motivated to attend school regularly.

Action 2: Suspension Rate

Partially Implemented

To reduce suspension rates and foster a more supportive school environment, our school will be expanding efforts in mentorship, restorative practices, and staff training. A key initiative for the upcoming year is our partnership with Generation Changers, a mentoring program that will provide students with positive role models and structured recess activities to promote safe and engaging play. Through this program, students will receive guidance and support from mentors who will help them develop social-emotional skills, conflict resolution strategies, and a stronger sense of belonging within the school community.

Generation Changers will play a crucial role in preventing disciplinary issues by offering structured opportunities for students to build positive relationships with both peers and mentors. By engaging students in supervised, purposeful play during recess, the program will help reduce conflicts and behavioral incidents that often lead to disciplinary actions. Additionally, mentors will serve as trusted adults who provide ongoing encouragement, accountability, and intervention for students who may be at risk of suspension.

In addition to mentorship, our school will continue expanding the use of restorative practices, emphasizing conflict resolution and relationship-building over exclusionary discipline. Restorative circles, peer mediation, and reflective conversations will be integrated into our approach, allowing students to take responsibility for their actions while maintaining their connection to the school community.

Staff training will also be a critical component of our work to lower suspension rates. Professional development on culturally responsive discipline, trauma-informed practices, and de-escalation strategies will help staff shift their approach from punitive measures to proactive support. These trainings will empower staff to engage with students in ways that promote understanding and growth rather than exclusion.

With the implementation of Generation Changers and the continued expansion of restorative approaches and staff training, we aim to create a more inclusive and supportive school climate. Moving forward, we will assess the impact of these initiatives and refine our strategies to ensure all students have the support and safe spaces they need to thrive.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Chronic Absenteeism and Attendance Rate

Partially Effective

Over the past year, our school has implemented various strategies to improve attendance by strengthening school culture and climate, increasing family engagement, and providing targeted supports. While these efforts have contributed to some improvements, chronic absenteeism remains a challenge that requires ongoing attention and refinement.

School-wide initiatives such as spirit days, student recognition programs, and restorative practices have helped foster a sense of belonging among students. Survey data indicates that students feel more connected to school, yet attendance data suggests that additional supports are needed to make a more significant impact. Family engagement efforts, including home visits, personalized check-ins, and family events, have helped strengthen relationships between families and the school. However, persistent barriers such as transportation difficulties and work schedules continue to affect attendance, highlighting the need for expanded bilingual support and more flexible engagement opportunities.

Targeted student supports, such as attendance mentors and early intervention strategies, have shown positive results for some students, but a more structured and widespread approach is necessary. To address this, our school will implement Generation Changers next year, a mentoring program that provides students with positive role models and structured recess activities. This initiative will help students build meaningful connections and increase their motivation to attend school regularly. Additionally, while engagement initiatives like student-led activities and school events have contributed to a more enjoyable school experience, chronic absenteeism remains a concern, demonstrating the need for more targeted strategies to remove attendance barriers.

Moving forward, we will focus on expanding mentorship opportunities through Generation Changers, strengthening outreach efforts to better support families, and enhancing early intervention strategies to identify and assist students at risk of chronic absenteeism. These initiatives aim to create a school environment where all students feel valued, supported, and motivated to attend regularly.

Action 2: Suspension Rate

Partially Effective

Over the past year, our school has focused on reducing suspension rates by expanding restorative practices, increasing mentorship opportunities, and providing staff training on culturally responsive discipline. While these efforts have helped foster a more supportive school climate, suspension rates remain a concern, particularly for African American students.

Restorative practices, including restorative circles and peer mediation, have provided students with structured opportunities to reflect on their actions, repair harm, and build stronger relationships with peers and staff. These practices have contributed to our shift away from high rates of exclusionary discipline. Staff professional development in de-escalation strategies, implicit bias, and trauma-informed practices has strengthened teachers'

ability to manage behaviors proactively, yet continued support is necessary to ensure consistency across all classrooms.

Next year, our school will introduce Generation Changers, a mentoring program that connects students with positive role models while also providing structured recess activities to promote safe and engaging play. This program will serve as both a preventive and intervention measure by fostering meaningful relationships and reducing behavioral incidents that can lead to suspensions. Mentors will support students in developing conflict-resolution skills, reinforcing positive behavior, and feeling a greater sense of belonging in the school community.

Moving forward, we will deepen our commitment to restorative approaches, expand mentorship opportunities through Generation Changers, and provide ongoing staff training to ensure equitable and effective discipline practices. These efforts will help create a school environment where students receive the guidance and support they need to succeed while minimizing exclusionary disciplinary actions.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next school year, our school will implement several key changes to strengthen student engagement, improve attendance, and reduce suspension rates. A major addition will be the launch of Generation Changers, a mentoring program that will provide students with positive role models and structured recess activities to promote safe and engaging play. By fostering meaningful relationships and providing proactive support, this initiative will help address both chronic absenteeism and behavioral incidents that contribute to suspensions.

To further improve attendance, we will enhance our outreach efforts by increasing bilingual support, expanding home visits, and offering more flexible family engagement opportunities. Early intervention strategies will also be strengthened, with a more systematic approach to identifying and supporting students at risk of chronic absenteeism.

In discipline practices, we will deepen our commitment to restorative approaches by providing additional staff training in conflict resolution, de-escalation strategies, and trauma-informed care. The goal is to ensure consistent implementation of restorative practices across all classrooms, reducing reliance on exclusionary discipline while fostering a more inclusive school environment.

These changes are designed to build a stronger sense of belonging, support students proactively, and create a positive and engaging school climate that encourages regular attendance and minimizes suspensions.

Section D: 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.

SSC:

The School Site Council reviewed the attendance and suspension data and expressed strong support for increasing mentorship opportunities to help students build connections and stay engaged in school. Members were particularly encouraged by the introduction of Generation Changers, seeing it as a proactive approach to address both chronic absenteeism and discipline challenges. They also recommended expanding student recognition efforts, such as incentives for positive attendance trends and leadership opportunities for students to take an active role in engagement initiatives. Additionally, SSC members emphasized the importance of continuing to create a welcoming and inclusive school climate to ensure all students feel valued and motivated to attend regularly.

ELAC:

ELAC members highlighted the need for more bilingual communication and culturally responsive outreach to better engage English learner families in attendance and school participation efforts. Concerns were raised about barriers such as work schedules and transportation, leading to recommendations for flexible engagement options, such as virtual parent meetings and extended office hours for family support services. They also expressed the importance of incorporating more culturally relevant activities and events that reflect the backgrounds and experiences of EL students to increase their sense of belonging. Additionally, ELAC members supported mentorship opportunities and structured activities like Generation Changers as a means of fostering stronger relationships and engagement among English learner students.

Staff:

School staff provided insights on the effectiveness of current restorative practices and professional development efforts. While many acknowledged progress in shifting away from exclusionary discipline, they emphasized the need for continued training and consistency in implementing restorative practices schoolwide. Staff also highlighted the need for additional support in de-escalation strategies and early interventions for students with chronic absenteeism or behavioral challenges. The introduction of Generation Changers was met with strong support, as staff recognized its potential to create a more structured and positive recess environment while reinforcing mentorship and student engagement. Overall, staff expressed a commitment to refining current practices and strengthening relationships with students and

families to improve attendance and reduce suspensions.

Action 1 :

Chronic Absenteeism and Attendance Rate

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Office Assistant and Spanish HSL will facilitate student and parent outreach to encourage daily attendance.

- HSL will provide interventions for near chronic students at 86% - 90% attendance: attendance incentive chart, 1:1 attendance chat, attendance/mentoring group, monthly parent contact/home visit, and parent attendance conference meetings.
- HSL will provide interventions for severe chronic students at 85% and below: incentive chart, 1:1 attendance chat, attendance/mentoring group, monthly parent contact/home visit, parent attendance conference meetings, district provided supports, and SARB.

2. Monthly Attendance incentives and events will be provided as an incentive for attendance.

3. Students with monthly perfect attendance will be entered into a drawing to win a bike, helmet, and bike lock provided by a community partner.

4. HSL will make home visits for those students who are chronically absent. An incentive program will be provided to reward students with improved attendance. Students showing significant improvement in attendance will receive a positive letter home from the office.

- Awards will be given to students that have improved their attendance percentage over a 3-month period.
- Incentives will be purchased for students to improve attendance.

5. All classrooms will participate in the "Perfect" attendance campaign. All classrooms that have perfect attendance 7 times spelling the word "Perfect" will receive incentives provided by their teacher. Class perfect attendance incentives will be determined by the PLC team and funded by site categorical or ASB funds. Students with 100% attendance rate will receive a quarterly incentives and awards.

6. Staff will be provided with supplemental contracts to facilitate clubs and special projects before or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.

7. 1.0 FTE SEL TSA, HSL, School Social Worker, Restorative Practices Counselor and All-for-Youth Counselor will support targeted students based on social emotional needs to improve attendance.

8. Incentives such as positive phone calls, awards, certificates and prizes will be purchased for students with perfect attendance.

9. Supplemental service contracts will be provided for babysitting, language interpreters, and additional clerical time for school events and for parent meetings in support of school attendance.

10. 1.0 FTE Campus Safety Assistant will support campus safety by increasing student attendance in building relationships with students and support implementation of self-regulation strategies when students become dysregulated.

11. Generation Changers mentoring services to provide student mentoring and structured recess with a focus on sports.

Categorically Funded Additional Supports

A. Materials and supplies to support increasing student engagement in the school and community, including food for parent meetings and student incentives.

B. Staff will be provided with extra pay contracts to facilitate clubs and community activities before or after school such as Peach Blossom, Student Leadership, Building Bridges Mentors, Be You Club, Peer Mediators, and various clubs and sports.

C. Supplemental Service Contracts and extra-time for staff to lead and supervise student engagement activities and extend office hours and services in service of increasing attendance.

E. 1.0 (FTE split-funded) SEL TSA, School Social Worker and Restorative Practices Counselor will deliver socio-emotional learning intervention groups to high-risk groups to mitigate stress and anxiety stemming from having limited English in the school setting.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. A split-funded SEL TSA, Tier 2 Specialist, Home School Liaison, School Social Worker, and Restorative Practices Counselor will provide targeted social-emotional learning (SEL) intervention groups and chronic attendance support specifically for English Learner (EL) students. These staff members will ensure that EL students, including newcomers and Long-Term English Learners (LTELs), receive individualized support to strengthen their sense of belonging and engagement in school. The Home School Liaison and staff will proactively contact EL parents by telephone to encourage participation in student recognition assemblies, including attendance awards, Soaring Eagles, PRIDE Eagles, semester awards ceremonies, and R-FEP recognition.
2. To increase parent engagement, EL families will be invited and encouraged to participate in English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings, as well as school-wide events such as parent coffees, Family Engagement workshops, Caring for Kids workshops, Back-to-School Night, Open House, music programs, and achievement award assemblies. These opportunities will help EL families feel welcomed, informed, and involved in their children's educational journey.
3. Attendance meetings will be held regularly with parents and guardians of chronically absent EL students. These meetings will focus on identifying barriers to attendance and providing resources to support families. The importance of consistent attendance, its impact on academic success, and available interventions will be discussed, with an emphasis on culturally responsive communication and support.
4. Teachers will reinforce positive school engagement by reviewing behavior expectations, attendance incentives, and recognition programs with EL families during Back-to-School Night and fall parent conferences. This will ensure that EL families understand the importance of attendance and positive behavior while also highlighting the support systems in place for their students.
5. To enhance communication and accessibility for EL families, supplemental service contracts will be provided to support interpretation services, translation of important school information, babysitting for parent workshops and meetings, and outreach for school events. These efforts will ensure that language is not a barrier to family involvement and engagement in their child's education.
6. Generation Changers, a mentoring program launching next year, will provide structured mentoring and organized recess activities with a focus on sports and relationship-building. This initiative will support EL students by fostering positive peer relationships, developing social skills, and encouraging engagement in school activities, helping to reduce absenteeism and behavioral challenges among EL students.

Student Groups

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

No student group is in red according to the CADashboard.

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

No student group is in red according to the CADashboard.

As a site: What are the planned actions to support this student group?

No student group is in red according to the CADashboard.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

In the short term, we expect to see increased participation in social-emotional learning (SEL) intervention groups, Second Step lessons, and targeted supports for students identified as needing additional engagement. Attendance logs for these groups will reflect regular participation, and student surveys will indicate a growing sense of connection and belonging. We also anticipate increased family involvement, as measured by higher attendance at school events such as SSC, ELAC, Family Engagement workshops, and attendance recognition assemblies. The Home School Liaison and school staff will document increased parent outreach, with a goal of at least five parent contacts per week focused on attendance, behavior, and student recognition. Additionally, initial participation data for Generation Changers will be collected, tracking student engagement in mentoring sessions and structured recess activities. Attendance meeting logs will confirm that at least 90% of chronically absent students and their families have been contacted for early intervention, with individualized support plans developed to improve attendance.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

In the medium term, we aim to see a measurable decrease in chronic absenteeism, with at least a 5% reduction in the number of students missing 10% or more of the school year compared to the previous year. We expect a noticeable increase in student participation in school-wide incentive programs, such as PRIDE Eagles and attendance rewards, with at least a 15% improvement from baseline data. Generation Changers will show progress, with 80% or more of identified students actively participating, reporting stronger relationships with mentors and peers, and demonstrating increased engagement during structured recess. Family engagement will continue to rise, with a 15% increase in parent attendance at school meetings and workshops, as documented through sign-in sheets. Additionally, staff surveys and classroom observations will reflect greater confidence and consistency in implementing restorative practices, contributing to a reduction in disciplinary referrals and an improved school climate.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

In the long term, we anticipate a sustained 10% decrease in chronic absenteeism rates over a two-year period, ensuring that more students consistently attend school and remain engaged in their learning. Suspension rates will see a 20% reduction as restorative practices and mentorship programs become more deeply embedded in school culture. We expect to see an increase in overall student engagement, with more students participating in extracurricular activities, leadership opportunities, and school events. Generation Changers will demonstrate long-term success, with 85% or more of participants reporting a stronger connection to school, increased confidence, and positive peer relationships. Lastly, our school-home partnerships will be significantly strengthened, as evidenced by sustained parent participation at school events and an increase in parents taking leadership roles in SSC and other school decision-making groups, ensuring an ongoing collaborative approach to student success.

Action 2 :

Suspension Rate

Action Details:

Hidalgo will continue to 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.

Goal: By June 2026 Hidalgo Elementary will decrease the suspension rate from 3.7% to 3.37% and reduce suspension rate of African American student group from 24.4% to 14.4%.

Tier 1: All PK-6 grade teachers will implement classroom-based behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention, Restorative Practices to promote healthy habits, 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, RPSC Counselor, and Tier II Specialist.

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Culture and Climate Team will meet a minimum of once a month to review the data from classroom walkthroughs, suspension, misbehaviors, and surveys to determine the culture and climate of the Hidalgo, the needs of the campus and to plan professional learning.
2. Positive behavior supports such as Soaring Eagle Students (student of the week), Pride Eagles (student of the month) and Eagle tickets will be provided for students who are making positive decisions in becoming a leader. Student success incentives such as stickers, pencils, water bottles, drawstring backpacks, and t-shirts will be purchased.
 - Eagle ticket slips will be given to students demonstrating Eagle P.R.I.D.E. The Eagle Store will provide students opportunities to trade in Eagle tickets for incentives.
 - Soaring Eagle students will be rewarded weekly to students who have made short term goals with the guidelines for success P.R.I.D.E (Proactive, Respectful, Integrity, Dedication and Empathetic).
 - PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success. PRIDE Eagles will receive incentives and a student of the month picture provided by Larson Brothers. PRIDE Eagles will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.
3. All PK-6 grade classrooms will implement:
 - CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
 - Behavior Management Plan (turned into administration before the first day of school)
 - OLWEUS Bullying Prevention
 - Restorative Practices
 - Second Step Lessons
 - Safe and Civil- Teacher's Encyclopedia of Behavior Management
4. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention, and SEL lessons.
5. All PK-6 grade classrooms will develop and implement data portfolios to memorialize student accomplishments and student goals. Materials to implement student portfolio's such as binders and sheet protectors will be purchased.
6. Awards assemblies will be held to recognize student accomplishments. Incentives such as awards, medals and trophies will be purchased to recognize student accomplishments.
 - Academic awards: Principal's Award, Honor Roll, Merit List, Perfect Attendance, and Citizenship.
 - Athletic: MVP, Sportsman, Most Improved, Team Spirit
7. PR- Personal Responsibility points will be implemented in Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria. Quarterly assemblies will provide positive behavior rewards at the end of each quarter for any student not referred to the office. Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties or field trips for students who have retained all their personal responsibility points. PR points will be included in student portfolios.
8. All students will participate in a variety of career opportunities through field trips, career speakers, career fairs and research presentations provided by our District and Site funds.
9. Students will have opportunities to be employed for school job positions through meaningful work. A job fair, and interviews will be held at the beginning of each semester for open positions. Student job positions will include but not be limited to the following: leadership, morning announcements, traffic patrol, cafeteria helpers, cross-age tutors, peer mediators, equipment monitors, pollution patrol and store clerks. Students will be paid weekly with Eagle Tickets. Eagle Tickets will be issued bi-weekly. Eagle Tickets can be used to purchase items at the Eagle Store.
 - A supplemental contract will be provided for certificated/classified staff to coordinate, organize and run meaningful work and the Eagle Store.
10. All students will be provided with opportunities to visit and participate in a wide variety of college, career, leadership and community events and activities such as: Read to Kids Day, Talent Show, Student Assemblies, Peach Blossom, Choir, Band, and Men of Character, K-Kids Community Service Club, Young Men of Character, East Fresno Kiwanis Club or Student Leadership.
 - Student field trips and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
 - Transportation (bus) will be provided to local events for students to participate.
 - Materials and supplies to support student engagement in college and careers activities will be purchased to promote college and career readiness.
11. Supplemental service contracts will be provided for certificated/classified staff to coordinate and supervise morning, lunch or afterschool clubs and electives.

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

Additional Supports and Resources Needing Categorical Funding

- A. Supplemental service contracts will be provided for certificated and classified staff to coordinate and supervise morning, lunch or afterschool clubs and electives.
- B. 1.0 FTE SEL TSA to manage and develop socio-emotional services.
- C. 1.0 (FTE split-funded) SEL TSA to deliver socio-emotional learning intervention groups to high-risk groups and English Language Learners to mitigate stress and anxiety stemming having limited English in the school setting.
- D. Materials and supplies to increase student engagement in the school and community in items 1-12 above.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

African American (AA):

- Culture & Climate Team Meetings – Funds for PD, materials, and data tracking to identify and address discipline disparities.
- Restorative Practices & SEL – Purchase of Restorative Practices materials, Second Step curriculum, and staff training.
- Culturally Responsive Engagement – Funding for Black History Month events, guest speakers, and leadership opportunities.
- Family Engagement & Outreach – Contracts for community liaisons, interpreters, and parent workshops to strengthen school-home connections.

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

African American (AA):

- Generation Changers Mentoring & Structured Recess – Contract for mentors and equipment to promote engagement and positive behavior.
- Positive Behavior Incentives – Eagle PRIDE Tickets, school store, and Student of the Month recognition to reinforce positive behavior.
- Student Leadership & School Jobs – Materials for school jobs, student leadership roles, and incentives for participation.

As a site: What are the planned actions to support this student group?

African American (AA):

- ?Expand Restorative Practices & SEL – Implement restorative circles, SEL lessons (Second Step), and conflict resolution strategies school-wide.
- Strengthen Mentoring & Structured Recess – Launch Generation Changers to provide mentors and structured play opportunities.
- Increase Positive Behavior Supports – Enhance Eagle PRIDE incentives, Student of the Month, and school-wide recognition programs.
- Enhance Culturally Responsive Engagement – Host Black History Month events, student leadership opportunities, and inclusive school activities.
- Improve Family Engagement – Conduct targeted outreach, workshops, and home-school connections to strengthen support networks.
- Monitor & Address Discipline Disparities – Use Culture & Climate Team meetings to review data, adjust practices, and provide staff PD.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

In the short term, we expect to see increased student participation in structured mentoring and SEL programs, such as Generation Changers and restorative circles. Staff will engage in professional development on culturally responsive teaching and restorative practices. Positive behavior recognition programs, including Eagle PRIDE incentives, will be fully implemented, and initial family outreach efforts will strengthen connections between home and school. Culture & Climate Team meetings will begin reviewing discipline data to identify trends and adjust supports accordingly.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

As efforts progress, we want to see improved student behavior and engagement, particularly among African American students, reflected in a decrease in office referrals and suspensions. More students will take on leadership roles and participate in school-wide events, fostering a sense of belonging. Family engagement will increase through regular participation in workshops and school activities. Teachers will consistently implement SEL and restorative practices, leading to stronger relationships and conflict resolution skills among students.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Over time, we hope to see a sustained reduction in suspension rates and chronic absenteeism, with African American students achieving equitable disciplinary outcomes. A strong, positive school culture will be evident through high student engagement, increased academic achievement, and improved social-emotional well-being. Family-school partnerships will be deeply embedded in the school's culture, and mentoring programs will serve as a foundational support for student success. Restorative and culturally responsive practices will be an integral part of the school's approach to discipline and student development.

2025-2026 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	0.3500	SEL TSA	63,052.00
G3A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.6500	SEL TSA	117,096.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Contract for student mentoring services	12,420.00

\$192,568.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	86.3 %	96.5 %	2024-2025	97.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff and Student Relationship Building

Not Implemented

N/A

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff and Student Relationship Building

Ineffective

N/A

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

Section D: 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.

SSC:

N/A

ELAC:

N/A

Staff:

N/A

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.9 %	94.9 %	2024-2025	96 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

In the Fall Climate and Culture Survey - percent favorable in family engagement domain was at 95% and 2025 Spring Climate and Culture Survey is at 96%. In the 2025-26 school year we will continue to expand a range of parent engagement opportunities for families to engage their students' education.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Staff vision states, "Hidalgo Elementary is where students, families, and staff are valued and empowered to achieve their greatest potential through collaborative effort." In Spring 2023 Climate and Culture Survey, only 50/72 staff responded to the staff survey, 328 families responded, and 271 students responded. The goal for 2024-25 was to increase the number response rate in all areas.

On the 2024 Fall Climate and Culture Surveys 39 staff responded to the staff survey, 424 families responded, and 311 students responded.

In our 2024 Fall data, two specific areas showed a decline in favorable responses from the prior year. 1) Academic and Social emotional learning demonstrated a 1 percent-point drop and 2) Student wellness also demonstrated a one percentage-point drop from the prior survey.

More specifically, there was a decline in favorable responses to the question: Adults at my child's school teach students how to manage their emotions. While the percentage of favorable responses is still high at 92%, we want to explore engagement opportunities with families to partner together on how to increase favorable views on this topic. The same sentiment holds for the question: If my child feels sad, worried, stressed, anxious, or depressed there is an adult at this school that they can talk to. While still strong at 93%, there was a one percentage-point dip.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Continue to increase opportunities for families to engage in their students' education:

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

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

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Educational Engagement

Fully Implemented

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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Educational Engagement

Effective

In reviewing our Fall Climate and Culture staff survey:

2024 Fall Family survey received 328 respondents.

- 95% of families responded favorably to family engagement domain, 3% above the FUSD Elementary Schools.
- 98% of families responded favorably to "Adults at my child's school treat me with kindness and respect."
- 96% of families responded favorably to "I have opportunities to provide input at my child's school."
- 91% of families responded favorably to "I feel like I am a partner in making decisions at my child's school."
- 93% of families responded favorably to "I feel like I am part of my child's learning journey at their school"
- 97% of families responded favorably to "My child's school provides meaningful family engagement opportunities and encourages participation."
- 95% of families responded favorably to "My child's school frequently updates me about my child's progress in class."

2024 Fall Staff survey received 39 respondents.

- 97% of staff responded favorably to family engagement domain. 5% above FUSD Elementary.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

In the 2025-26 school year we will continue to expand a range of parent engagement opportunities, to further engage parents in their child's education.

Section D: 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.

SSC:

- School Site Council expressed the need to continue to use virtual translating services such as Alboom and Proprio Translating services. Mixteco continues to be a language option.
- Continue to send communications through Parent Square, Office announcement board and display and monthly newsletter.
- Continue to provide coffee hour, parent engagement and parent workshops to educate parents on topics of their interest
- Continue to provide opportunities for parents to volunteer and engage in their child's education: ELAC, SSC, prep for teachers, gardening, volunteer opportunities (Family Fiesta, Santa Pictures, student incentives/activities, Eagle Store, Read to Kids Day, Special Olympics....)

ELAC:

- An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on March 5, 2025.
- Communications were sent to parents and staff to invite them to offer input for the 25-26 drafting of the SPSA.
- Three drop-in sessions were held during afterschool hours to offer input throughout the early spring. Additionally, data was shared with Lead Teachers and allocations and actions remain congruent with the staff and community's input. (March 3, 6 and 10)
- Continue to send communications through Parent Square, Office announcement board and display and newsletter.
- Continue to provide coffee hour, parent engagement and parent workshops to educate parents on topics of their interest
- Continue to provide opportunities for parents to volunteer and engage in their child's education: ELAC, SSC, prep for teachers, gardening, volunteer opportunities (Family Fiesta, Santa Pictures, student incentives/activities, Eagle Store, Read to Kids Day, Special Olympics....)
- Continue with Reclassification dinner to celebrate RFEP.
- ELAC Parents would like the school to offer English classes at the school site.

Staff:

- Classified and Certificated staff were both presented Climate and Culture Survey Data during various meetings. The Climate and Culture Team (CCT) reviewed, analyzed, reflected and planned for 2025-2026 using the Fall 2024 Staff, Family and Student survey.
- Communications were sent to parents and staff to invite them to offer input for the 2025-26 drafting of the SPSA.
- Three drop-in sessions were held during afterschool hours to offer input throughout the early spring. Additionally, data was shared with Lead Teachers and allocations and actions remain congruent with the staff and community's input. (March 3, 6 and 10)
- Culture Team to continue to provide Family Fiesta and plan for more engagement activities such as a Multi-Culture Fair and carnival.

Action 1 :

Family Educational Engagement

[Action Details:](#)

In the Fall Climate and Culture Survey - percent favorable in family engagement domain was at 95% and 2025 Spring Climate and Culture Survey is at 96%. In the 2025-26 school year we will continue to expand a range of parent engagement opportunities for families to engage their students' education with the goal of increasing percent favorable in family engagement domain to 97% in the 2026 Spring Family Climate and Culture Survey.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. 1.0 FTE Home School Liaison provided by the district will in tandem with support staff, 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.
2. Home School Liaison will support EL students and families through interpreting, outreach, parent education, home visits and related services.
3. Home School Liaison will translate Monthly Newsletter and Parent Square messages that will be sent home to keep parents informed with school activities: music programs, achievement awards assemblies and any other special events.
4. Home School Liaison and administrative staff will be contacted parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle Student, Eagle Pride Student, semester awards assemblies, R-FEP recognition.)
5. Administrative Substitutes will be provided to allow for planning and development of school-wide professional learning and progress-monitoring practices in diversity and equity.
6. 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.
7. Parents of recently Reclassified EL students will be invited to celebrate their R-FEP status during ELAC Meetings and school site council.
8. Food, snacks, interpreters, and babysitting will be provided to encourage participation in parent meetings, workshops and celebrations.
9. Materials and supplies, including furniture, appliances and technology will be purchased to support parent educational workshops and meetings.
10. The Spanish Dual Immersion program will be promoted during parent workshops, during school enrollment, community events booths, school messenger, Parent Square and by leveraging the school's social media platforms.

Additional Items Needing Categorical Funding

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

1. Socio-economically Disadvantaged (SED):

- Planned teacher and student goal setting conversations, parent meetings.
- Supplemental Services Contracts for babysitting and materials/supplies for parent involvement in SSC, ELAC, Parent Engagement and Caring for Kids workshops.
- Supplemental Service Contracts to be offered to Certificated Teachers and Classified Staff to provide afterschool academic support to at-risk students and extracurricular activities during the extended day.
- 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.

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

1. Socio-economically Disadvantaged (SED):

- 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students.
- 1.0 SEL TSA will provide Tier I and II SEL support. SEL TSA will also coordinate school-wide events and student engagement clubs to enhance student leadership wellness, community-building and sense of belonging.
- Supplemental Services Contracts with Generation Changers to provide mentoring and engagements in structured activities during recess.
- Supplemental Services Contracts for ELPAC assessors to support with individual test proctoring.
- Substitutes for Admin and teacher will be provided for data chats, professional learning, academic planning time, learning walks and subs for SSTs will be provided.
- Technology, maintenance and upgrades, materials and supplies for engagement of ELs.
- Materials and supplies, food and babysitter contracts for parent ELAC meetings.
- Teacher professional learning conferences, travel and lodging to increase teacher clarity, learning intentions and criteria for success and use of strategic and intentional teaching strategies and lesson structures.

As a site: What are the planned actions to support this student group?

1. Socio-economically Disadvantaged (SED):

- 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 Parent Square messages will be sent home to keep parents informed with upcoming positive behavior rewards and activities.
- Home School Liaison will provide translations for parent 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.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

This action will be measured by Microsoft Forms Surveys that will be administered as a regular component at the end of workshop presentations.

Presenters will be asked to deliver objectives-based presentations with measurable outcomes of new learning. Summative measure will be administered in the springtime.

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

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Fall Climate and Culture Surveys as well as individual workshop surveys. Fall and Spring Climate and Culture Survey will be used to measure opportunities for families to engage in their students' education.

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

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Spring Climate and Culture Surveys as well as individual workshop surveys. Fall and Spring Climate and Culture Survey will be used to measure opportunities for families to engage in their students' education. We hope to see an increase towards 97% favorable responses.

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

Outcomes monitored by Principal, VP, and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	2,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent involvement, babysitting, interpreters, etc.	3,273.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Materials and supplies (graphics)	3,150.00
G5A1	Sup & Conc	Instructional Supervision & Admii	Cl&Tech-Sup			Clerical supp time	2,618.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for parent meetings	2,000.00

\$13,041.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0215 Hidalgo Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, Planning Time, and Data Chats	9,541.00
G1A1	Sup & Conc	Instruction	Travel			: Funds for teacher professional development, travel, and lodging	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin subs	2,386.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.4000	Intervention TSA	78,657.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	3,887.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for engagement for ELs	2,406.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.6000	Intervention TSA	117,985.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Web subscriptions for at-risk students	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies for at-risk students **No incentives or food**	7,231.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	9,970.00
G3A1	Title 1 Basic	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.3500	SEL TSA	63,052.00
G3A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.6500	SEL TSA	117,096.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Contract for student mentoring services	12,420.00
G5A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	2,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent involvement, babysitting, interpreters, etc.	3,273.00
G5A1	Sup & Conc	Instruction	Direct-Graph			Materials and supplies (graphics)	3,150.00
G5A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Sup			Clerical supp time	2,618.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for parent meetings	2,000.00
Total							\$441,672.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,556.00
Sup & Conc	7090	\$239,838.00
LCFF: EL	7091	\$124,278.00
Grand Total		\$441,672.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$236,063.00	
G3 - Increase student engagement in their school and community	\$192,568.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,041.00	
Grand Total		\$441,672.00