Hidalgo Elementary

10621666105746

Principal's Name: Xee Moua

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

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 – Miriam Avalos				X	
3. Vice Chair – Carmen Vazquez				X	
4. Secretary – Gloria Herrera				X	
5. Noemi Rodiguez				X	
6. Marilyn Araus				X	
7. Danielle Alverez			X		
8. Mary Sandoval		X			
9. Lillia Angel-Hernandez		X			
10. Elise Maltos		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **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**		**4/8/2026**
SSC Chairperson	**Miriam Avalos**		**4/8/2026**

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

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

FY 2026/27

Hidalgo - 0215

ON-SITE ALLOCATION

3010	Title I	$74,106	*
7090	LCFF Supplemental & Concentration	$208,512	
7091	LCFF for English Learners	$112,240	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$394,858**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,148
	Program Budget	$71,958
	Total Title I Allocation	$74,106

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Hidalgo Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		5.6 %	2024-2025	**6.7 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		30 %	2024-2025	**31.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		36.4 %	2025-2026	**37.5 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.3 %	2025-2026	**46.4 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		31.4 %	2025-2026	**32.5 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		59.5 %	2025-2026	**60.6 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		20.9 %	2025-2026	**22 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		46.4 %	2025-2026	**47.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.7 %	2025-2026	**49.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50 %	2025-2026	**51.1 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		66.3 %	2025-2026	**67.4 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		13.9 %	2025-2026	**15 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-83.2 pts	-80 pts	2024-2025	**-65 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-95.8 pts	-110.1 pts	2024-2025	**-95.1 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		20 %	2024-2025	**25 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-89.5 pts	-94.4 pts	2024-2025	**-79.4 pts**

Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-147.6 pts	2024-2025	**-132.6 pts**	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		15.8 %	2024-2025	**20.8 %**	↑
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		44.7 %	2024-2025	**44.1 %**	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	33.4 %	22.2 %	2025-2026	**21.6 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	96 %	98 %	2025-2026	**99.1 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	97.6 %	88 %	2025-2026	**89.1 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		87 %	2025-2026	**89 %**	↑
Goal 2	Suspension Rate - (English Learner)		3.4 %	2024-2025	**3.07 %**	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		8.4 %	2024-2025	**8.07 %**	↓
Goal 2	Suspension Rate (ALL) Semester 1	3.37 %	3.5 %	2025-2026	**3.17 %**	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, 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 20% of students met/exceed standards. Average distance from standards in -80 points.

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

This suggests inconsistent fidelity to high-leverage routines, misalignment between diagnostics and small-group instruction, and variable instructional minutes.

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

Action 2- Based on the metrics in this Current Goal, students are not performing on grade level in math as identified by SBAC. Only 15.8% of students met/exceed standards. Average distance from standards is -94.4 points.

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

This suggests inconsistent fidelity to high-leverage routines, misalignment between diagnostics and small-group instruction and variable instructional minutes.

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

Action 1-

- There continues to be a lack of clarity in teacher learning expectations and instructional delivery.

- Students are not consistently clear about the learning intentions and success criteria for their lessons.
- While students are mastering foundational skills, they are not consistently able to apply reading strategies to support deeper comprehension.
- Students have limited opportunities to engage in meaningful thinking through academic discourse, including sharing their ideas, elaborating on their thinking, asking questions for clarification, self-assessing their understanding, and identifying next steps to improve learning outcomes.
- Student progress is not monitored frequently enough, through classroom walks, PLCs and data chats, there is little evidence of progress monitoring. resulting in students not consistently receiving the support they need in a timely manner.
- Students have limited opportunities to engage in productive struggle or practice perseverance when reasoning through challenging problems.

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

Action 2-

- There are inconsistencies in teacher, learning expectations, and instructional delivery across classrooms.
- Students do not consistently demonstrate a clear understanding of the lesson's learning intentions and success criteria.
- In the primary grades, students are not consistently developing foundational math fluency and number sense (BTBF).
- Students are not consistently demonstrating mastery of conceptual mathematics skills.
- Professional Learning Communities (PLCs) are not consistently engaging in frequent progress monitoring or using common formative assessments (CFAs) to analyze student data and adjust instruction to meet student learning needs.

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. Frequent progress monitoring to provide differentiation, 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 in teacher clarity, progress monitoring, small group instruction and student ownership.

- Calibration on non-negotiable routines (phonemic/phonics/text reading/writing response), error correction, and EL/SWD scaffolding.
- Scope & sequence–aligned decodables and practice sets used during foundational skills instruction; progress monitoring probes matched to taught skills.
- Protected, uninterrupted literacy block; daily 10–12-min small-group cycles (3–4 per block); weekly reteach/regroup.
- Common item skill checks: PLC artifacts (error analysis and regroup lists); bi-weekly progress monitoring for Tier 2/3 students receiving reading intervention..
- Look-for rubric aligned to routines and equity scaffolds, brief, frequent walkthroughs with feedback.

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 2- 1. Consistent delivery of number talks and BTBF in grades 1-6. 2. Implementation of PLC+ Foundations and the use of formative assessments to monitor student learning. 3. Professional learning opportunities for staff in teacher clarity, progress monitoring, and student ownership.

- Calibration on non-negotiable routines BTBF, Dot Talks, Number Talks, Reflex/Frax, error correction, and EL/SWD scaffolding.
- Progress monitoring probes matched to taught skills.
- Protected, uninterrupted math block; daily 10–12-min small-group cycles (3–4 per block); weekly reteach/regroup focused on conceptual understanding of math facts.
- PLC artifacts (error analysis and regroup lists); bi-weekly progress monitoring for Tier 2/3 students receiving math intervention.
- Look-for rubric aligned to routines and equity scaffolds, brief, frequent walkthroughs with feedback.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

TK-6 ELA

Partially Implemented

The actions were partially implemented, as we did not meet our goals in SBAC ELA. Most actions are underway, but several require strong consistency, monitoring and support to achieve outcomes. Barriers include inconsistent instructional implementation, inconsistent use of PLC time, and a need for more structured progress monitoring. Additional coaching cycles and clearer systems for accountability are needed to ensure full implementation.

TK-6 Math

Partially Implemented

The actions were partially implemented, as we did not meet our goals in SBAC Matth. Most actions are underway, but several require strong consistency, monitoring and support to achieve outcomes. Barriers include inconsistent instructional implementation, inconsistent use of PLC time, and a need for more structured progress monitoring. Additional coaching cycles and clearer systems for accountability are needed to ensure full implementation.

Self-Directed Learners with Real-World Learning Experiences

Fully Implemented

The actions were fully implemented to meet the desired student outcomes. All planned action steps, timelines, and fidelity were implemented.

Chronic Absenteeism and Attendance Rate

Fully Implemented

The actions were fully implemented to meet the desired student outcomes. All planned action steps, timelines, and fidelity were implemented.

Suspension Rate

Fully Implemented

The actions were fully implemented to meet the desired student outcomes. All planned action steps, timelines, and fidelity were implemented.

Family Educational Engagement

Fully Implemented

The actions were fully implemented to meet the desired student outcomes. All planned action steps, timelines, and fidelity were implemented.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

TK-6 ELA

Partially Effective

The actions were partially effective. While there was overall progress in ELA and growth in distance from standard, we did not meet our goal in SBAC ELA Meets or Exceeds Standards (20% actual for 2024-2025).

TK-6 Math

Partially Effective

The actions were partially effective. While there was overall progress in Math and average distance from standard, we did not meet our goal in SBAC Math Meets or Exceeds Standards (15.8% actual for 2024-2025).

Self-Directed Learners with Real-World Learning Experiences

Effective

The actions were effective. While students participated in real-world learning experiences, we will need to emphasize the "why" within our learning intentions and criteria for successes.

Chronic Absenteeism and Attendance Rate

Effective

The actions were effective. Chronic absenteeism decreased from 34%to 22.2%. Hidalgo received 3/4 district quarterly awards.

Suspension Rate

Effective

The actions were effective. Suspensions decreased in Q1 from 3.7% to 3.5%.

Family Educational Engagement

Effective

The actions were effective. Panorama Parent Survey reports 98% in favor of family engagement; 2% above the district average.

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.

There will be continued refinement in the use of instructional minutes to ensure adequate time is dedicated to grade-level content during Tier 1 instruction. PLCs will continue to focus on the implementation of TLC, foundational reading strategies, and differentiation within Tier 1 instruction to support the goal of students reading by the end of first grade. Additional emphasis will be placed on strengthening clarity of learning expectations and instruction, consistent progress monitoring, increasing student ownership of learning and success criteria. The academic and literacy coach will continue to support individual teachers and grade-level teams through ongoing coaching cycles.

A. Tighten the Core

- Learning intentions and criteria for success are clear and communicated to students. Students are able to answer, “What are you learning about today?” “Why is it important that you learned that?” "How will you know if you learned it?"
- Develop and launch routine for K-5 literacy and 3-8 close reading, including scripts, correction moves and exemplar lessons.
- Implement routine fidelity.
- Ensure all core and intervention materials match scope and sequence and EL/SWD scaffolds.
- Ensure 100% alignment of small groups text/task to focus skills.
- Protect instructional minutes and introduce micro-routines.

B. Data - Instruction Cycle

- Instructional cycle includes Gradual Release of Responsibility: Focused Instruction, Guided Instruction, Collaborative Learning and Independent Learning.
- Monitor student progress by implementing common weekly skills checks and structured regroup protocol for targeted small-groups instruction (FIABs, IABs...)
- Conduct tier 2/3 progress monitoring every two weeks, adjusting intervention needs in differentiation and RTII groupings.

C. Focused Adult Learning & Coaching

- Launch 6–8-week coaching cycles prioritizing for teachers with the highest numbers of students below benchmark
- Improve coached classrooms' routine implementation to fidelity.
- Maintain walkthroughs cadence of every teacher twice month with feedback.

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 to provide students with reading skills using OG strategies.
- Continue to fund Intervention 1.0 FTE TSA.
- Fund .3 FTE Literacy Coach
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, parent materials and resources.
- Continue to increase computer engagement and provide technology for students.
- Fund incentives and materials to motivate students.
- Continue with use of iReady differentiation tools.
- Provide funds for adaptive software in ELA, Math, and ELD as funds allow.
- Continue with supplemental contracts and extra time to provide 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/IEP 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
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, f 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 4, 2026.
- Communications were sent to parents and staff to invite them to offer input for the 26-27 drafting of the SPSA.
- SPSA data and needs survey were sent to all staff and parents for input.
- Four SPSA work sessions were held 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)

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 fund Primary Literacy Coach
- Fund .3 Primary Literacy Coach
- Start iReady goal setting for students in grades K-6.
- Continue to provide technology web subscriptions support as funds are available
- 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 26-27 drafting of the SPSA.
- SPSA data and needs survey were sent to all staff and parents for input.
- Four SPSA work sessions were held 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

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

TK-6 ELA

Hidalgo Elementary 2026-2027 - SPSA Draft Edits

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

TK-6 ELA

Action Details

Literacy Intervention

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 2027 Hidalgo Elementary will decrease the distance from meeting standards in ELA from -80 to -65 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/afterschool 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 of 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?

Direct Instructional Services

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, TK-FSA, K-FAS, i-Ready, writing samples, and grade level CFA's (minimum of 3 CFAs per quarter) will drive the content
- An academic and literacy coach will provide professional development and facilitation of coaching cycles, including necessary substitute release time, to support the effective implementation of the comprehensive reading program.
- Materials, supplies, equipment and professional reference books will be purchased to support professional learning initiatives that strengthen teacher clarity and enhance instructional effectiveness.

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 (.3 FTE Title 1 and .7 FTE Literacy Grant), Intervention TSA (1.0 FTE) and 3 Inter-Act Fellows (LCFF Supplemental & Concentration). The RTII Team will include but is not limited to: Principal, Vice Principal, Academic and Literacy Coach, Intervention TSA, Tier 2 Specialist, School Psychologist, RSP Teacher, Inter-Act Fellows, and classroom teachers.

- **Tier I:** 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, Tier II Specialist. 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/afterschool 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 SST's will receive targeted intensive non-identified pullout/push in support and progress monitoring provided by the SPED Team as space is available.

3. All students will engage in computer literacy regularly.
   - Students will engage in i-Ready personalized instruction for 30-49 minutes a week, with a goal of completing two lessons a week with 70%+ or more pass rate.
   - 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/afterschool tutoring/intervention using online adaptive instructional programs such as Khan Academy. Morning/afterschool tutoring/intervention adaptive instructional programs and materials will be purchased as funds are available.

5.. Hidalgo will fund contract with Inter-Act Fellows to provide Inter-Act Fellows to support RTII for students in K-2. Orton Gillingham strategies will be used to support foundational skills development and monitor student progress bi-weekly.
   - K-3rd grade, RSP teacher and support staff will be trained with Orton Gillingham strategies.

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

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

8. Funds will support teacher participation in professional learning conferences, including travel and lodging, to strengthen teacher clarity, learning intentions, success criteria, and the use of strategic and intentional instructional strategies and lesson structures.

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.

- *47% of the Hildago student population are English Learners*
- *30% are making progress towards English language proficiency,* a 11% decline

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:

- 25.5% decreased at least one ELPI Level
- 45.1% maintained ELPI Levels 1, 2L, 2H, 3L, 4H
- 29.4% 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.

- 66.7% did not progress on the Summative Alternate ELPAC
- 0% maintained Summative Alternate ELPAC Level 3
- 33.3% progressed on the Summative Alternate ELPAC

English Language Arts Data Comparison:

- Current English Learners: 94 points below standard, an increase of 10.9 points
- Recently Reclassified English Learners: 10.1 points above standard, increased 25.8 points
- English Only: 79.8 points below standard, increased 29.0 points

Mathematics Data Comparison:

- Current English Learners: 102.3 points below standard, increased 5.5 points
- Recently Reclassified English Learners: 26.5 points below standard, declined 11.2 points
- English Only: 102.4 points below standard, increased 14.3 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: .3 FTE Literacy Coach, 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: 1.0 FTE Intervention TSA, Inter-Act Fellows, subs for Admin and Teacher professional learning, academic planning time, learning walks, subs for SSTs/IEPs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of students, parents and community, clerical supplemental time, food for parent SSC and 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.*
3. *Extra-time to be offered to Classified Staff to provide clerical support or supervision of students during afterschool academic tutoring or parent engagements.*

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 support to strengthen the English Language Development of at-risk and LTEL students.

5. 0.3 FTE Literacy Coach will provide professional learning, support lesson planning, and conduct coaching cycles for teachers to strengthen early literacy and English Development instruction.
6. Supplemental Service Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students
7. Site licenses for adaptive English language development programs will be purchased to provide extra ELD support for EL students
8. Migrant programs and Mini-Corp programs will target EL students.
9. PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
10. Academic Coach will provide professional development and coaching cycles to support English Language Development.
11. English Learner Department will provide instructional support in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
12. Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

Student Groups

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

Students with Disabilities (SWD): 46 students with 110.1 points below standard, maintained 0.7 points

1. .3 FTE Literacy Coach
2. Materials and supplies
3. Supplemental services contracts and extra time for babysitting and materials/supplies for parent involvement in SSC, ELAC, Parent Engagement and Caring for Kids workshops.

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

Students with Disabilities (SWD):46 students with 110.1 points below standard, maintained 0.7 points

1. 1.0 FTE Intervention TSA will provide additional intervention.
2. Inter-Act Fellows will provide instruction and/or intervention in reading during RTII.
3. Supplemental Services Contracts for ELPAC assessors to support with individual test proctoring.
4. 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.
5. Technology, maintenance and upgrades, materials and supplies for engagement of SWD.
6. Materials, supplies, food and babysitter contracts for parent ELAC meetings.
7. Materials, supplies, and furniture will be purchased to help create a literacy-rich culture that encourages parent and student engagement in reading and literacy.
8. Funds will support teacher participation in professional learning conferences, including travel and lodging, to strengthen teacher clarity, learning intentions, success criteria, and the use of strategic and intentional instructional strategies and lesson structures.

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

Students with Disabilities (SWD):46 students with 110.1 points below standard, maintained 0.7 points

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, Intervention TSA and Inter-Act Fellows. The RTII Team will include but is not limited to: Principal, Vice Principal, Literacy Coach, Intervention TSA, Tier 2 Specialist, School Psychologist, RSP Teacher, Inter-Act Fellows, 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, TKFSA, FAS, i-Ready, writing samples, and grade level CFA's (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).

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1.The district-provided Home School Liaison will work in tandem with the Community Schools Coordinator, Parent University, support staff, and community agencies to provide parent education on topics designed to equip families with essential skills and knowledge. Topics will include parenting strategies, restorative practices in the home, mentoring programs, social-emotional learning, healthy strategies for supporting dysregulated children, health education, navigating the K–12 and higher education systems, and accessing community resources that improve overall quality of life.

Parents will be encouraged to volunteer and participate in school and community activities, as well as self-care opportunities, such as maintaining the school gardens and participating in campus and community beautification events. Parents will remain an integral part of the school's decision-making processes through participation on school councils 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, helping to create a literacy-rich culture and environment that encourages parent and student engagement in reading and literacy.

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.

Professional Learning

Describe Professional Learning related to this action.

1. 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 FUSD Goals:
Early Literacy: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.
- L1: From June 2024 to June 2026, the percentage of 1st grade students who are meeting their stretch growth target as measured by iReady diagnostic assessment will increase from 41% to 54%.
- L2: From June 2024 to June 2026, the percentage of Kindergarteners who are mastering literacy foundational skills as measured by an updated comprehensive K-FSA assessment will increase from 50.5% to 62.5%.

Literacy Intervention Goal: The percentage of 3rd – 8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.
- Identified 3 Grade Students: Those who were 2 or more grade levels behind in the current year iReady Reading Diagnostic 1 (D1)
- Identified 4 -8 Grade Students: Those who received a Standard Not Met in the previous year SBAC ELA and were 2 or more grade levels behind in the current year iReady Reading Diagnostic 1 (D1)*Literacy Intervention (LI1) Interim Goal:* From June 2024 to June 2026, the percentage of identified grade 3–6 students who meet their stretch growth goal on i-Ready Reading Diagnostic (D3) will increase from 26% to 55%.

2. Teachers will be provided with professional learning opportunities after the instructional day and during conferences to build their capacity in understanding standards, strengthening content knowledge, improving lesson design and implementing teaching strategies.

3. 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.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 (My Path).

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 -80 points too-65 points.
- SBAC Results: increase the percentage of students that are proficient from 20% to 25%
- iReady3 Results: Increase by 10% from prior year
- Outcomes monitored by Principal, VPs and teachers.

- 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

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.

Direct Instructional Services

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 SSTs.

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. 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 personalize 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.

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.

- *47%% of the Hildago student population are English Learners*
- *30% are making progress towards math proficiency,* 11.3% decline

Math Data Comparison:

- Current English Learners: 127.5 points below standard, declined 4.3 points
- Recently Reclassified English Learners: 26.5 points above standard, declined 11.2 points
- English Only: 102.4 points below standard, increased 14.3 points

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

1. *The following resources are being funded with the Title 1 funds to support these 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: .3 FTE Literacy Coach, 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, Inter-Act Fellows, subs for Admin and Teacher academic planning time, subs for SSTs/IEPs, technology, materials and supplies, maintenance and upgrades, materials and supplies for engagement of students, clerical supplemental time, food for parent SSC and ELAC meetings, and 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.*
3. *Extra-time to be offered to Classified Staff to provide clerical support or supervision of students during afterschool academic tutoring or parent engagements.*

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 support to strengthen the English Language Development of at-risk and LTEL students.
5. 0.3 FTE Literacy Coach will provide professional learning, support lesson planning, and conduct coaching cycles for teachers to strengthen early literacy and English Development instruction.
6. Supplemental Service Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students.
7. Site licenses for adaptive English language development programs will be purchased to provide extra ELD support for EL students.
8. Migrant programs and Mini-Corp programs will target EL students.
9. PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
10. Academic Coach will provide professional development and coaching cycles to support English Language Development.
11. English Learner Department will provide instructional support in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
12. Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

Student Groups

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

Students with Disabilities (SWD): 27 students 59.3% improved in Math

1. .3 FTE Literacy Coach
2. Materials and supplies
3. Supplemental services contracts and extra time for babysitting and materials/supplies for parent involvement in SSC, ELAC, Parent Engagement and Caring for Kids workshops.

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

Students with Disabilities (SWD): 27 students 59.3% improved in Math

1. 1.0 FTE Intervention TSA will provide additional intervention.
2. Inter-Act Fellows will provide instruction and/or intervention in reading during RTII.
3. Supplemental Services Contracts for ELPAC assessors to support with individual test proctoring.

4. Substitutes for Admin and teacher will be provided for data chats, professional learning, academic planning time, learning walks and subs for SSTs/IEPs will be provided.
5. Technology, maintenance and upgrades, materials and supplies for engagement of SWD.
6. Materials, supplies, food and babysitter contracts for parent ELAC meetings.
7. Materials, supplies, and furniture will be purchased to help create a literacy-rich culture that encourages parent and student engagement in reading and literacy.
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): 27 students 59.3% improved in Math

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 CFA's (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).

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1.The district provided Home School Liaison will work in tandem with the Community Schools Coordinator, Parent University, support staff, and community agencies to provide parent education on topics designed to equip families with emotional learning, healthy strategies for supporting dysregulated children, health education, navigating the K–12 and higher education systems, and accessing community resources that improve overall quality of life.

Parents will be encouraged to volunteer and participate in school and community activities, as well as self-care opportunities, such as maintaining the school gardens and participating in campus and community beautification events. Parents will remain an integral part of the school's decision-making processes through participation on school councils 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, helping to create a literacy-rich culture and environment that encourages parent and student engagement in reading and literacy.

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.

Professional Learning

Describe Professional Learning related to this action.

1. 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 FUSD Goals:
Early Literacy: The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.
- L1: From June 2024 to June 2026, the percentage of 1st grade students who are meeting their stretch growth target as measured by iReady diagnostic assessment will increase from 41% to 54%.
- L2: From June 2024 to June 2026, the percentage of Kindergarteners who are mastering literacy foundational skills as measured by an updated comprehensive K-FSA assessment will increase from 50.5% to 62.5%.

Literacy Intervention Goal: The percentage of 3rd – 8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.
- Identified 3 Grade Students: Those who were 2 or more grade levels behind in the current year iReady Reading Diagnostic 1 (D1)
- Identified 4 -8 Grade Students: Those who received a Standard Not Met in the previous year SBAC ELA and were 2 or more grade levels behind in the current year iReady Reading Diagnostic 1 (D1)*Literacy Intervention (LI1) Interim Goal:* From June 2024 to June 2026, the percentage of identified grade 3–6 students who meet their stretch growth goal on i-Ready Reading Diagnostic (D3) will increase from 26% to 55%.

2. 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.

3. Teachers will be provided with professional learning opportunities after the instructional day and during conferences to build their capacity in understanding standards, strengthening content knowledge, improving lesson design and implementing teaching strategies.

4. 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.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 (My Path).
- 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 (My Path).
- 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Coach, Literacy	0.3000	Hidalgo T003 Lit Coach - Split fund 0.7 FTE in 6211, 0.3 FTE in 3010 - KH 03.10.26 **Budget lines for personnel include salaries and related benefits	54,688.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	4,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books & Reference	4,914.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Mat & Sup **No Food or Incentives**	7,254.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Class-Support-Supplemental **Budget lines for personnel include salaries and related benefits	3,250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher-Subs **Budget lines for personnel include salaries and related benefits	17,486.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supp- Academic Tutoring **Budget lines for personnel include salaries and related benefits	7,362.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Sup	8,969.00
G1A1	Sup & Conc	Instruction	Travel			Conference & Travel	21,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Color Copy Lease-RICHO- Color Visuals for Literacy Tier I-III	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Direct-Graph. Graphics Dept closing, moved from object 5725 to 5899.	3,150.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Inter-Act Fellow (3)	45,218.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Sub **Budget lines for personnel include salaries and related benefits	2,388.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5000		94,214.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Mat & Sup Parent Participation	1,825.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors **Budget lines for personnel include salaries and related benefits	16,565.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for engagement for ELs	1,461.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5000		94,214.00

$391,958.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Equitable Access

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.

Goal: By June 2027 Hidalgo Elementary will decrease chronic absenteeism from 22.2% to 21.6% and reduce chronic absenteeism rate of students with disabilities from 44.7% to 44.1%.

Direct Instructional Services

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. HSL, Community Schools Coordinator, CWAS and TST 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. District funded 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.

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. Tier 2 Specialist, Home School Liaison and Community Schools Coordinator 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. Mentoring programs provided by community partners, 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 CA Dashboard.

Students with Disabilities (SWD):

1. Classified Paraprofessionals will be given priority for supplemental or extra time beyond their regular duties to support SWD in afterschool clubs, community activities before or afterschool such as Peach Blossom, Student Leadership, Building Bridges Mentors, Be You Club, Peer Mediators, and various clubs and sports.
2. Materials and supplies to support increasing student engagement in the school and community.

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

Students with Disabilities (SWD):

1. Materials and supplies to support increasing student engagement in the school and community, including food for parent meetings and student incentives.
2. Certificated and Classified 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.
3. Supplemental Service Contracts and extra-time for staff to lead and support SWD engagement in activities and extend office hours and services in service of increasing attendance.

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

Students with Disabilities (SWD):

1. Tier 2 Specialist will deliver socio-emotional learning intervention groups to high-risk groups to mitigate stress and anxiety stemming from school setting.
2. HSL, Nurse and Community Schools Coordinator will coordinate individual student needs and supports,
3. 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. The district-provided Home School Liaison and school staff will proactively contact English Learner (EL) parents by telephone to encourage participation in student recognition assemblies. These include attendance awards, Soaring Eagles, PRIDE Eagles, semester award ceremonies, and Reclassified Fluent English Proficient (R-FEP) recognition events.
2. Weekly communication will be sent through the ParentSquare to increase parent engagement. Families will be invited and encouraged to participate in English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings, as well as schoolwide 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 families feel welcomed, informed, and involved in their children's educational journey.
3. Attendance meetings with administrative staff will be held regularly with parents and guardians of chronically absent 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 families during Back-to-School Night and fall parent conferences.
5. To enhance communication and accessibility for families, supplemental service contracts will support interpretation services, translation of important school information, childcare during 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. The district-provided Home School Liaison will work in collaboration with the Community Schools Coordinator, Parent University, support staff, and community agencies to provide parent education focused on improving attendance and connecting families with resources that help ensure they have the necessities to remain safe and healthy in the community.

Professional Learning

Describe Professional Learning related to this action.

HSL, Community Schools Coordinator and Admin Team will provide the following Professional Learning:

- Root causes of absenteeism and effective TST attendance strategies.
- Train staff in culturally responsive and empathetic communication with families.
- Build staff capacity to analyze attendance heat maps and use real-time data to inform interventions.
- Provide refresher training on the process for referrals, documentation, and early interventions.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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.

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 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.

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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspension Rate

Action Details

Life Skills

Hidalgo will continue to implement a Climate and Culture component and a tiered level system of social emotional supports to decrease chronic absenteeism and 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 2027 Hidalgo Elementary will decrease the suspension rate from 3.5% to 3.17% and reduce suspension rate of English Learners from 3.4% to 3.07% and students with disabilities from 8.4% to 8.07%.

Direct Instructional Services

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 and the needs of the campus to plan professional learning.

- 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 responsibly, and social skills to reduce office referrals, reduce suspension rates and enhance time in class.
- Tier 2: Identified students will have opportunities to participate in social-emotional and targeted positive behavior support systems through pull-out/push-in support provided by Tier II Specialist, Home School Liaison and support staff.
- Tier 3: Identified students will have opportunities to participate in social skills groups and/or individual therapy provided by the School Psychologist, All4Youth Counseling or support staff. TST Team will identify and review Tier 1, Tier 2, and Tier 3 students to ensure necessary interventions, supports and monitoring occurs.

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 purchased 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 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.

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?

Students with Disabilities (SWD):

- Classified Paraprofessionals will be given priority for supplemental or extra time beyond their regular duties to support SWD in afterschool clubs, community activities before or afterschool such as Peach Blossom, Student Leadership, Building Bridges Mentors, Be You Club, Peer Mediators, and various clubs and sports.
- Materials and supplies to support increasing student engagement in the school and community, including food for parent meetings and student incentives.
- Purchase of materials for data tracking to identify and address discipline disparities.
- Funding for Black History Month events, guest speakers, and leadership opportunities.
- 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?

Students with Disabilities (SWD):

- Materials and supplies to support increasing student engagement in the school and community.
- Certificated and Classified 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.
- Supplemental Service Contracts and extra-time for staff to lead and support SWD engagement in activities and extend office hours and services in service of increasing attendance.
- Contract for mentors and equipment to promote engagement and positive behavior.
- Materials and supplies for student leadership, school Jobs.

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

Students with Disabilities (SWD):

- Expand Restorative Practices and SEL – Implement restorative circles, SEL lessons (Second Step), and conflict resolution strategies school-wide.
- Strengthen Mentoring & Structured Recess – 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1.The district provided Home School Liaison will work in tandem with the Community Schools Coordinator, Parent University, staff, and community agencies to provide parent education on topics designed to equip families with essent to strengthen restorative partnerships by including families in restorative circles, reintegration meetings, and harm-repair conversations.

2. HSL, Community Schools Coordinator and Administrative Staff will:

- Improve communication with families through ParentSquare, multilingual behavior matrices, parent-friendly PBIS videos, and simple routines they can reinforce at home.
- Engage families in culturally responsive ways through listening sessions, family circles, and trauma-informed resources that reflect community voice.
- Build family capacity with workshops and activities focused on de-escalation, emotional regulation, conflict resolution, and Tier 2 supports like CICO.
- Use data collaboratively by sharing simplified suspension trends in SSC/ELAC and involving families in identifying root causes and co-creating solutions.

Professional Learning

Describe Professional Learning related to this action.

CCT and CCS will provide professional learning in the following focus areas:

- Build staff capacity to implement Tier 1 positive behavior systems that promote a safe, inclusive school climate.
- Strengthen staff knowledge of restorative practices, de-escalation strategies, and relationship-based discipline.
- Ensure staff understand and consistently implement MTSS–Behavior systems aligned with schoolwide expectations.
- Develop teacher skill in culturally responsive practices and trauma-informed classroom management.
- Increase staff ability to use behavior data (ODRs, suspension trends, time-of-day patterns) to adjust instruction, supervision, and supports.

- Improve Tier 2 intervention implementation (Check-In/Check-Out, social skills groups, behavior contracts, goal setting).
- Support staff in replacing exclusionary responses with instructionally-focused redirection, repair, and reintegration strategies.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Self-Directed Learners with Real-World Learning Experiences

Action Details

College & Career Readiness

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 2027 Climate & Culture student survey, percent favorable in student-centered/real-world experiences domain will increase to 89%.

Direct Instructional Services

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 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
- Tier II Specialist and TST will support at Tiers I and II by providing professional learning for staff. Administrators, teachers and support staff 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 portfolios 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, Good News 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 2025 Survey, 95% of students responded favorably to "My school has activities that I can join." survey questions. This represents a two percentage-point decrease from our Spring 2025 survey administration. 95% of ELs responded favorably, compared to 95% of English-only peers. However, only 97% 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. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

1. Teachers, TST and Tier II Specialist will provide Tier I and II SEL support. CCT and Community Schools will 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. Technology, maintenance and upgrades, materials and supplies for engagement of ELs. Materials and supplies, food and babysitter contracts for parent ELAC meetings.
4. Academic Coach, .3 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, 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 CA Dashboard.

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

No student group is in red according to the CA Dashboard.

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

No student group is in red according to the CA Dashboard.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family Engagement Actions:

- Provide families with tools to support self-directed learning at home (goal-setting templates, progress trackers, project timelines).
- Host family workshops that explain real-world learning tasks (PBL, inquiry cycles, performance tasks) and how to support students' independence.
- Share student learning exhibitions, portfolios, and project nights to strengthen family engagement with real-world applications.
- Communicate regularly with families through newsletters, ParentSquare, and student-led conferences to share student goals, reflection routines, and authentic learning tasks.
- Invite families and community partners to participate as project mentors, guest speakers, and panelists for real-world demonstrations of learning.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning Actions:

- Provide PD on designing real-world learning experiences, including PBL, inquiry tasks, and authentic performance assessments.
- Train staff to develop self-directed learning routines such as goal setting, task analysis, reflection protocols, and peer feedback structures.
- Build teacher capacity to integrate community partners, fieldwork, and real-world applications into daily instruction.
- Provide training on the use of student portfolios, learning logs, conferencing, and student-led progress checks to promote learner agency.
- Offer PD on differentiation, scaffolding, and Universal Design for Learning (UDL) to ensure all students can access self-directed real-world learning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)		Long-Term (Change in Condition)
Expect to see		Hope 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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Hidalgo Elementary School will continue to augment music and arts education with the dance program we have started during PE as a catalyst for whole-child development, reinforcing academics through creativity.

Direct Instructional Services

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

1. Classroom materials and supplies will be purchased to support music and dance, like safe flooring and good sound.
2. Materials and classroom supplies need for production.
3. Basic props for creativity.
4. Curriculum materials that align with standards.
5. Basic costumes and shoes that can be used repeatedly.
6. Guest presenters and professional learning for teachers to improve instruction.

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.

Not required for Prop 28

Student Groups

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

Not required for Prop 28

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

Not required for Prop 28

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

Not required for Prop 28

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

- Monthly coffee hours
- Back to school
- Concerts
- Open house

Professional Learning

Describe Professional Learning related to this action.

Not required for Prop 28

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in movement-based learning.
- Measured by teacher observations and site administrator.

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.

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately
- Measured by dance and classroom 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.

Enhance School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- Measured by school climate surveys, student attendance, and family engagement data.
- Monitored by site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Sup			Clerical & Office- Sup **Budget lines for personnel include salaries and related benefits	2,600.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Mileage- Home Visits & Parent Connection	300.00

$2,900.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0215 Hidalgo Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0215	1110	1000	1110	Teacher-Regu	Coach, Literacy	T003	Vang, Blia	0.3000	G1A1	Hidalgo T003 Lit Coach - Split fund 0.7 FTE in 6211, 0.3 FTE in 3010 - KH 03.10.26 **Budget lines for personnel include salaries and related benefits	54,688.00
060	3010	0215	1110	1000	1120	Teacher-Subs					G1A1	Teacher Subs **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	4,000.00
060	3010	0215	1110	1000	4200	Bks & Ref					G1A1	Books & Reference	4,914.00
060	3010	0215	1110	1000	4300	Mat & Supp					G1A1	Mat & Sup **No Food or Incentives**	7,254.00
060	3010	0215	1110	2495	2260	Cls Sup-Sup					G1A1	Class-Support-Supplemental **Budget lines for personnel include salaries and related benefits	3,250.00
030	7090	0215	1110	1000	1120	Teacher-Subs					G1A1	Teacher-Subs **Budget lines for personnel include salaries and related benefits	17,486.00
030	7090	0215	1110	1000	1160	Teacher-Supp					G1A1	Teacher Supp- Academic Tutoring **Budget lines for personnel include salaries and related benefits	7,362.00
030	7090	0215	1110	1000	4300	Mat & Supp					G1A1	Mat & Sup	8,969.00
030	7090	0215	1110	1000	5221	Travel					G1A1	Conference & Travel	21,000.00
030	7090	0215	1110	1000	5631	Off Eq Lease					G1A1	Color Copy Lease-RICHO- Color Visuals for Literacy Tier I-III	4,000.00
030	7090	0215	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Direct-Graph. Graphics Dept closing, moved from object 5725 to 5899.	3,150.00
030	7090	0215	1110	1000	5899	Cons Svc/Oth					G1A1	Education and Leadership Foundation : Inter-Act Fellow (3)	45,218.00
030	7090	0215	1110	2100	1320	Crt Supr-Sub					G1A1	Admin Sub **Budget lines for personnel include salaries and related benefits	2,388.00
030	7090	0215	1110	2100	2460	Cl&Tech-Sup					G2A1	Clerical & Office- Sup **Budget lines for personnel include salaries and related benefits	2,600.00
030	7090	0215	1110	2490	1910	Othr Crt-Reg	Teacher, Spec Assgn	T083	Madrigal, Michelle	0.5000	G1A1		94,214.00
030	7090	0215	1110	2495	4300	Mat & Supp					G1A1	Mat & Sup Parent Participation	1,825.00
030	7090	0215	1110	3130	5211	Local Mileag					G2A1	Mileage- Home Visits & Parent Connection	300.00
030	7091	0215	4760	1000	1160	Teacher-Supp					G1A1	ELPAC assessors **Budget lines for personnel include salaries and related benefits	16,565.00
030	7091	0215	4760	1000	4300	Mat & Supp					G1A1	Materials and supplies for engagement for ELs	1,461.00
030	7091	0215	4760	2490	1910	Othr Crt-Reg	Teacher, Spec Assgn	T083	Madrigal, Michelle	0.5000	G1A1		94,214.00
													$394,858.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$74,106.00
Sup & Conc	7090	$208,512.00
LCFF: EL	7091	$112,240.00
Grand Total		**$394,858.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$391,958.00
G2 - The Whole Child (SEL and Engagement)	$2,900.00
Grand Total	**$394,858.00**