Figarden Elementary

10621666006233

Principal's Name: Stephen Zoller

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.

1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Figarden Elementary   Title I School

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single 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 subgroups 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 (DAC and 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 Involvement 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Stephen Zoller	X				
2. Chairperson – Nick Ware				X	
3. Other Staff-Cari Lopez			X		
4. Gina Mastro		X			
5. Julie Sanchez		X			
6. Cheryl Jacobs		X			
7. Ashley Larios				X	
8. Janeth Esquivel				X	
9. Jamie Day				X	
10. Ora Howard				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:			
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 Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Stephen Zoller	*[signature]*	3/13/17
SSC Chairperson	Nick Ware	*[signature]*	3/31/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Figarden - 0160

ON-SITE ALLOCATION

3010	Title I	$39,589
7090	LCFF Supplemental & Concentration	$153,441
7091	LCFF for English Learners	$25,908

TOTAL 2017/18 ON-SITE ALLOCATION   **$218,938**

*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$781
	Remaining Title I funds are at the discretion of the School Site Council	$38,808
	Total Title I Allocation	$39,589

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Figarden ▼] [Select]

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	26/68	N/A[3]	31.01%	29.24%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	21/68	N/A[3]	23.12%	25.60%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	14/66	N/A[3]	30.19%	37.36%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	9/68	0.00%[4]	38.32%	38.71%	31.93%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	34/63	N/A[6]	53.76%	35.48%	10.00%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	34/63	N/A[6]	73.12%	53.76%	25.45%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	12/67	N/A[7]	N/A[7]	30.59%	38.33%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	12/67	N/A[8]	N/A[8]	31.57%	38.40%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☐	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	12/68	10.34%	37.04%	21.67%	5.88%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	7/68*	29.55%	38.78%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	6/68	42.31%	38.24%	31.91%	28.13%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	18/68	96.01%	95.23%	95.54%	94.66%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	17/69	9.63%	12.89%	12.43%	15.36%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	20/68	N/A[10]	N/A[10]	30.51%	30.67%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	4.02%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

☐	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	32/68	4.02%	7.70%	6.03%	3.71%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	51/68	0.00%	0.14%	0.14%	0.00%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	23/67	55.32%	79.41%	73.17%	71.47%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	27/68	N/A[13]	N/A[13]	72.32%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	40/69	N/A[13]	N/A[13]	63.71%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	53/68	N/A[13]	N/A[13]	54.48%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	65/68	N/A[13]	N/A[13]	65.39%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE

10. Ties to official ATLAS reporting starting in '15-16 School Year

11. District level indicator - requiring CDE data submission

12. Project launched in '15-16 School Year

13. Tracking started in '15-16 School Year (Baseline Year)

14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ⚪ No ⚪ Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Figarden Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	29.24	39.24	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	37.36	47.36	A-Z Reading
3751 - Students scoring maximum on the Math and ELA	35.48	45.48	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	30.59	40.59	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to support student achievement in English Language Arts we will engage in the Cycle of Continuous Improvement in the following areas: FUSD Instructional Commitments, Common Formative Assessments, and the Literacy Instructional Practice guide. We will continue to develop our understanding of complex text and alignment to CCSS. In order focus on integrated literacy, we will continue to use the Nine Active Reading Strategies in conjunction with the Write Tools writing strategies.

SMART Goals

By June 2018, the percentage of students meeting and exceeding standards in English Language Arts will increase by 10% as measured by the 2018 CAASPP assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Progress toward this goal will be monitored by:

- *CAASPP Results*
- *District Interim Assessments*
- *KSEP, KAIG, BAS, DRP Assessments*
- *Classroom Observation and Feedback*
- *Student Goal Monitoring Tools*
- *Common Formative Assessments developed and analyzed by Accountable Communities*
- *SBAC Assessments*
- *IPG Data*
- *Progress monitoring for SEL*
- *Daily progress monitoring through walk-throughs, feedback, reflective conversations, etc.*
- *Accountable Communities, student work, and artifacts*

Owner(s):

Admin/Teachers/Students/Parents

Timeline:

8/17-6/18

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be informed of their child's progress throughout the school year via printed reports, parent/teacher conferences, EDUTEXT, and the Atlas Portal.
- Student Success Team meetings will be held to address students' academic and social needs.
- Monthly parent meetings with administration will address information about academic programs, school climate and culture.
- Childcare will be provided for monthly parent meetings.
- Parent University classes will be conducted on campus as needed.
- School Site Council, ELAC, Parent Coffee Hours, Annual Back to School Night, Title I Parent Meeting, weekly phone messages, weekly newsletter (Falcon Flyer), Open House, Various PTA events, Figarden School Website, PTA Facebook Page
- Materials and supplies for parent meetings

Describe Related Professional Learning:

- Continue building and supporting the effectiveness of the Accountable Community Teams. (Learning by Doing)
- Utilize the Literacy Instructional Practice Guide to calibrate instructional delivery and plan professional development.
- Engage in the Cycle of Continuous Improvement with common formative assessments.
- Continue working on the alignment of complex text to rigorous tasks.
- Professional learning will be conducted on the Guaranteed and Viable ELA curriculum and instructional strategies.
- Professional development opportunities will be available for one person per grade level to attend and build the capacity of the staff and/or their Accountable Communities.
- Professional learning books will be purchased from vendors to support and build the capacity of Accountable Community Teams.
- Opportunities for teachers to observe colleagues on and off site will be made available to share and observe best practices.
- Opportunities for K-3 teachers to observe colleagues once per month through release time provided by the K-3 music instruction.
- Planning days or supplemental planning time will be provided for each grade level to intentionally plan: backwards map units of study, develop common formative assessments, and embed a variety of instructional strategies to build student understanding.
- Instructional practice walks by admin
- Feedback from admin regarding implementation of the guaranteed and viable curriculum and instructional practice tenets
- Technology – accessing FUSD data bases and online resources

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- (1) Para Professional Resource Lab to provide a variety of clerical duties to meet the needs of students,

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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

- parents, and staff. (.437)
- (1) Certificated tutor to serve students during RTI instructional blocks and oversee Teaching Fellows to build their capacity with best instructional practices. (.375)
- (4) Teaching Fellows to support multi-tiered instruction during RTI instructional blocks.
- (1) K-3 Music teacher to service students and expand their learning of musical concepts within the VAPA curriculum.
- After School tutoring will be made available for students who need additional support as identified by common formative assessment data, teacher observation, and other district aligned assessment data.
- Accountable communities will engage in the Cycle of Teaching with common formative assessments and will utilize data to effectively measure student achievement and refine instruction both in the ELA instructional block and the RtI block of time.
- A to Z Reading Resources will be purchased to promote practice with digital literacy as measured by DRP.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper

- Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provided for English Language Learners in each grade level during their ELA block.
- Common formative assessment data will be used by ACs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.

Figarden Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instructional Library, Media & Technology	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.4375			$ 11,440.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750			$ 34,109.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Planning time Additional actions include: Domain 1 Actions 2-4	$ 8,717.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub release time for progress monitoring, Early Learning Additional Actions include Domain 1 Action 2	$ 5,206.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for Academic Tutoring ELA and Math Additional actions include: Domain 1 Actions 2-4	$ 2,842.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				K-3 Music Teacher Additional actions include Domain 1 Actions 3-4, Domain 2 Actions 5-6	$ 12,746.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Clerical, Technical & Office-Sup				Supplemental Classified Support Additional actions include: Domain 1 Actions 2-4	$ 512.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				NO FOOD, NO INCENTIVES, supplies Additional actions include: Domain 1 Actions 2-4	$ 7,397.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Site Licenses	$ 4,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology cart and additional equipment to support instruction. Additional actions include Domain 1 Actions 2-4	$ 15,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	$ 15,660.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows	$ 14,403.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Maintenance and Repairs	$ 2,000.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Professional Learning Books Additional actions include: Domain 1 Actions 2-4	$ 1,200.00
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			*Other*	PL Guest Speaker; Lead Teachers to attend PL and bring back to ACs. Additional actions include Domain 1 Actions 2-4	$ 2,000.00
								Total	$ 137,232.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	25.6	35.6	Other - Please specify within action
3752 - Students scoring maximum on the KAIG in Math	53.76	63.76	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	38.52	48.52	

○ New-Action	◉ On-going	**Reasoning:** ☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to support student achievement in Mathematics we will engage in the Cycle of Continuous Improvement in the following areas: FUSD Instructional Commitments, Common Formative Assessments, and the Mathematics Instructional Practice guide. Emphasis will be given to ensure that the instructional shifts: Focus, Coherence, and Rigor are addressed in each lesson.

SMART Goals

By June 2018, the percentage of students meeting and exceeding standards in Mathematics will increase by 10% as measured by the 2018 CAASPP.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Progress toward this goal will be monitored by:

- Classroom Observation and Feedback
- Teacher/Administration Data Chats
- District Interim Assessments
- Quarterly Assessments
- Common Formative Assessments
- Fluency (Basic Facts)

Owner(s):
Admin/Teachers/Students/Parents

Timeline:
8/17-6/18

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be informed of their child's progress throughout the school year via printed reports,

Describe Related Professional Learning:

- Continue to build capacity and collaboration of Accountable Community Teams. (Learning By Doing)
- Professional development opportunities will be available for one person per grade level to attend and build

- parent/teacher conferences, EDUTEXT, and the Atlas Portal.
- Student Success Team meetings will be held to address students' needs and design supports for students to succeed.
- Monthly parent meetings with administration will address information about student assessment data.
- *Childcare will be provided for monthly parent meetings.*
- Parent University classes will be conducted on campus as needed.
- School Site Council, ELAC, Parent Coffee Hours, Annual Back to School Night, Title I Parent Meeting, weekly phone messages, weekly newsletter (Falcon Flyer), Open House, Various PTA events, Figarden School Website, PTA Facebook Page
- Materials and supplies will be purchased for parent meetings.

- the capacity of the staff and/or their Accountable Communities..
- Professional development on the guaranteed and viable curriculum and instructional strategies.
- Professional learning books will be purchased from vendors to support and build the capacity of Accountable Community Teams.
- Planning days or supplemental planning time will be provided for each Accountable Community Team to intentionally plan: backwards map units of study, develop common formative assessments, and embed a variety of instructional strategies to build student understanding.
- Opportunities for teachers to observe colleagues on and off site will be made available to share and observe best practices.
- Opportunities for teachers to observe colleagues will be provided once per month through release time provided by the K-3 Music Instruction.
- Utilize the Mathematics Instructional Practice Guide to calibrate instructional delivery and plan professional development.
- Continue to build understanding of the instructional shifts: Focus, Coherence, and Rigor
- Utilize Learning Progressions to ensure emphasis is given to the appropriate content in each grade level
- Engage in the Cycle of Continuous Improvement with common formative assessments.
- Instructional practice walks by admin
- Feedback provided by admin regarding implementation of the guaranteed viable curriculum and instructional tenets.
- Technology – GO Math tech component

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- (1) Para Professional Instructional Assistant to provide support with instructional material. (.375)
- (1) Para Professional Resource Lab to provide a variety of clerical duties to meet the needs of students, parents, and staff. (.4375)
- Accountable communities will engage in the Cycle of Teaching with common formative assessments and will utilize data to effectively measure student achievement and refine instruction during the Math instructional block.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper
- After School tutoring will be made available for students who need additional support as identified by common formative assessment data, teacher observation, and other district aligned assessment data.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided in each grade level during their Mathematics block.
- Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provide in each grade level during their Mathematics block.
- Common formative assessment data will be used by ACs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of Math.

Figarden Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental planning time Additional actions include: Domain 1 Actions 1, 3-4	$ 7,696.00
								Total	$ 7,696.00

Action # 3

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	37.36	47.36	California Teaching Fellows Foundation
3752 - Students scoring maximum on the KAIG in Math	31.57	41.57	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to increase the percentage of students on grade level in reading, each grade level will implement RtI structures that will include: vocabulary development, fluency, reading foundational skills and leveled text. Four 3 hour CA Teaching Fellows to assist with small group instruction to ensure students are supported at their instructional level. Benchmark and diagnostic assessments will be used to determine learning gaps and monitor progress.

SMART Goals

By June 2018, the percentage of students on grade level in reading will increase 10% as measured by KAIG, BAS and DRP assessment scores.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
Teacher/Administration Data Chats *Classroom Observation and Feedback* *District Interim Assessments* *DRP Assessments* *Common Formative Assessments developed and analyzed by Accountable Communities* *KSEP, KAIG, BAS* *Release time for teachers to progress monitor* *Release time to attend SST and IEP meetings* *Student planners for grades 4th -6th*	*Admin/Teachers/Students/Parents*	*8/17-6/18*

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Parents will be informed of their child's progress throughout the school year via printed reports, parent/teacher conferences, EDUTEXT, and the Atlas Portal.*

Describe Related Professional Learning:

- *A Response to Intervention model to address and identify learning gaps.*
- *Professional learning will include: differentiated instruction, guided reading, Write Tools strategies, and how*

- *Student Success Team meetings will be held to address students' needs and design supports for students to succeed.*
- *Monthly parent meetings with administration will address information about student assessment data.*
- *Childcare will be provided for monthly parent meetings.*

- *to use assessments to progress monitor students' growth.*
- *Professional development opportunities will be available for one person per grade level to attend and build the capacity of the staff and/or their Accountable Community Teams.*
- *Professional learning books will be purchased from vendors to support and build the capacity of Accountable Community Teams.*
- *Opportunities for teachers to observe colleagues on and off site will be made available to share and observe best practices.*
- *Opportunities for K-3 teachers to observe colleagues once per month through release time provided by the K-3 music instruction.*
- *Planning days or supplemental planning time will be provided for each grade level to intentionally plan: backwards map units of study, develop common formative assessments, and embed a variety of instructional strategies to build student understanding.*
- *ELA/ELD framework*
- *After School tutoring will be made available for students who need additional support.*
- *Technology – students will have access to technology to support and extend their learning in core content areas.*
- *Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- (4) 3 hour CA Teaching Fellows will provide instructional support in small groups in each grade level, Kindergarten through Sixth grade.
- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- (1) Para Professional Resource Lab to provide a variety of clerical duties to meet the needs of students, parents, and staff. (.437)
- (1) Certificated tutor to serve students during RTI instructional blocks and oversee Teaching Fellows to build their capacity with best instructional practices. (.375)
- Accountable communities will engage in the Cycle of Teaching with common formative assessments and will utilize data to effectively measure student achievement and refine instruction both in the ELA instructional block and the RtI block of time.
- Supplemental resources will be purchased to enhance and extend the guaranteed viable curriculum.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Materials include but are not limited to: paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper
- Cross age peer-tutoring in reading

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided in each grade level during their RtI block.*
- *Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provide in each grade level during their ELA block.*
- *Common formative assessment data will be used by ACs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.*

Figarden Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows to support RtI	$ 14,403.00
								Total	$ 14,403.00

Action # 4

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	21.67	25	California Teaching Fellows Foundation
2358 - EL's not advancing at least one proficiency level in Re-designation	31.91	20	A-Z Reading

○ New-Action ◉ On-going **Reasoning:** ☐ Strong Evidence ☑ Moderate Evidence ☐ Promising Evidence

Detail the Action

Using data from multiple sources in conjunction with the ELD standards, lessons will be planned for designated and integrated ELD instruction.

SMART Goals

By June 2018, the percentage of English Language Learners being redesignated will increase 4% as measured by CELDT/ELPAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
RFEP Monitoring Tool *Teacher/Administration Data Chats* *Classroom Observation and Feedback* *Student Goal Monitoring Tools* *Common Formative Assessments* *CELDT/ELPAC* *KAIG, BAS, DRP*	*Admin/Teachers/Students/Parents* *VP, ELPAC Assessors*	*8/17-6/18*

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Parents will be informed of their child's progress throughout the school year via printed reports, parent/teacher conferences, EDUTEXT, and the Atlas Portal.*
- *Student Success Team meetings will be held to address students' needs and design supports for students to succeed.*
- *Monthly parent meetings with administration will address information about student assessment data.*
- *Childcare will be provided for monthly parent meetings.*

Describe Related Professional Learning:

- *ELD standards – designated and integrated English Language Development*
- *ELD/ELA Framework*
- *Differentiated instruction – RtI*
- *Guided reading*
- *Guaranteed and viable curriculum components and district provided planning supports*
- *Use of diagnostic assessments to identify students' learning gaps to inform Tier one instruction and group*

students for Tier 2 instruction during the RtI instructional block.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *(1) Certificated tutor to serve students during RTI instructional blocks and oversee Teaching Fellows to build their capacity with best instructional practices.*
- *(4) Teaching Fellows to support multi-tiered and EL instruction during RTI instructional blocks.*
- *Accountable communities will engage in the Cycle of Teaching with common formative assessments and will utilize data to effectively measure student achievement and refine instruction for English Language Development.*
- *Leveled small group instruction.*
- *Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.*
- *Materials include but are not limited to: technology, paper, ink, dry erase markers, composition books, laminate, poster paper, chart paper*
- *Integrated ELD instruction planned and delivered during ELA instructional block.*
- *Designated ELD instruction planned and delivered during the RtI instructional block.*
- *A to Z Reading Resources will be purchased to promote practice with digital literacy as measured by DRP.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided in each grade level during their RtI block.*
- *Based on the ELD and ELA Framework and standards, Integrated English Language Development will be provide in each grade level during their ELA block.*
- *Common formative assessments will be used to place, monitor, and develop instruction to ensure student progress.*

Figarden Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental time for EL planning Additional actions include Domain 1 Actions 1-3	$ 4,026.00
4	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translating for parent meetings	$ 241.00
4	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting/Translating for parent meetings Additional Actions Domain 2 Actions 5-6	$ 542.00
4	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies for parent meetings Additional Actions Domain 2 Actions 5-6	$ 800.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies to support EL students Additional Actions 1, 2, and 3.	$ 3,788.00
4	1	LCFF: EL	Parent Participation	Materials & Supplies				Parent Meeting Materials and Supplies	$ 200.00
4	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology to support EL students	$ 2,000.00
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessments	$ 1,250.00
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation/NO FOOD, NO INCENTIVES, Additional actions include: Domain 1 Actions 1-3, Domain 2 Action 5	$ 781.00
								Total	$ 13,628.00

Action # 5

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95.54	96.5	Other - Please specify within action

☐ New-Action	◉ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to address chronic absenteeism, attendance will be monitored on a regular basis. In addition, students and parents will be counseled, and rewarded for perfect and improved attendance.

SMART Goals

By June 2018, the percentage of students who are chronically absent and have an appropriate attendance intervention will increase at least 1% as measured by Atlas.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• *Include data at ILT and School/Climate Culture meetings* • *Include reminders on weekly messages to staff to monitor and reach out to parents of students who are chronically absent* • *Hold attendance information meetings with parents as scheduled*	*Admin/Teachers/Paraprofessionals/Office Staff/ Students/Parents/* *Child Welfare Attendance Specialist* *School Psychologist* *School Climate and Culture Team*	*8/17-6/18*

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Parent Meetings including SSC, ELAC, Principal Coffee Hours, etc.*
- *Increase parent portal access*
- *Encourage use of Edutext*
- *Parent University*

- *Teachers monitor student attendance and make contact with parents, record contact in Atlas*
- *Administration will meet with students and parents who are identified as chronically absent.*
- *Parent/Teacher conferences*

Describe Related Professional Learning:

- *Professional Learning on all components of Atlas, and School Messenger*
- *SARB process*

- *Rewards for perfect attendance and for improved attendance (Positive Behavior Support Activities)*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *One additional day of psychologist time will be utilized to service students to increase school connectedness.*
- *Daily reminders and mini lessons on the importance of regular attendance.*
- *Rewards for perfect attendance and for improved attendance (Positive Behavior Support Activities)*
- *Weekly phone calls made by Office and Admin Team to students of concern.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- *Provide communication in primary language regarding the importance of regular attendance.*
- *Utilize Principal Coffee hours, SSC, and ELAC meetings to inform parents about the importance of regular attendance, use of parent portal, and Edutext.*
- *Parent University classes on the importance of attendance and the impact of attendance on student achievement.*

Figarden Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Romero, Phyllis 1008080	$ 11,028.00
5	2	Title 1 Basic	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.2000		Mayra Diaz: The purpose of the additional time is to address any site specific needs. Site needs to be addressed include, but are not limited to: individual/group counseling, improvement of school connectedness to decrease absenteeism and suspension ra	$ 27,369.00
5	2	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics/Certificates	$ 1,500.00
5	2	Sup & Conc	Instruction	Materials & Supplies				PBS activities Additional actions include: Domain 1 Actions 1-2, Domain 2 Action 6	$ 1,200.00
								Total	$ 41,097.00

Action # 6

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	6.03	5	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

In order to address suspension rates we will continue to hold class meetings regularly to address student conduct especially anti-bullying. Positive Behavior Support Activities will be used to reward students for positive behavior.

SMART Goals

By June 2018, 100% of suspensions entered into ATLAS will be appropriately recorded.

By June 2018, the percentage of students recording a suspension or expulsion will decrease 1% as measured by the suspension/expulsion data entered into Atlas.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *Consistent monitoring of the SQII suspension indicators*
- *Progress Monitoring using SEL data*
- *Monthly Atlas reports of suspensions*
- *Complete DHIB, BIP documents and monitor plans*
- *Olweus Class Meeting documentation*
- *Suspension data to be shared at ILT and School/Climate and Culture Team Meetings.*

Owner(s):

Admin/Teachers/Paraprofessionals/Office Staff/ Students/Parents

Child Welfare Attendance Specialist

School Psychologist

School Climate and Culture Team

Timeline:
8/17-6/18

Explain the Targeted Actions for Parent Involvement (required by Title I):

- *Regular communication with parents regarding behaviors recorded in Atlas (positive and negative)*
- *Olweus Anti-Bullying training for parents and or guardians*
- *SST meetings*

Describe Related Professional Learning:

- *Atlas*
- *Olweus Anti-Bullying lessons and class meetings*
- *CHAMPS*
- *Second Step*
- *The Tough Kid*

- *Safe and Civil Schools - Foundations*
- *Character Counts lessons*
- *NTA training*

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- *One additional day of psychologist time will be utilized to service students in areas of social and emotional supports.*
- *Olweus class meetings*
- *Student/Parent/Administration conferences*
- *Second Step lessons*
- *SST meetings*
- *Classroom behavior plans*
- *Behavior Intervention Plans*
- *Positive Behavior Support activities*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Building positive student relationships has a .72 effect size according to Visible Learning
- Communication with EL families will be supported by the Office Assistant, TSA, and Principal.

Figarden Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SST/IEP days: 2 subs per day	$ 4,882.00
								Total	$ 4,882.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0160 Figarden Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			NO FOOD, NO INCENTIVES, supplies Additional actions include: Domain 1 Actions 2-4	7,397.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			*Other* : PL Guest Speaker; Lead Teachers to attend PL and bring back to ACs. Additional actions include Domain 1 Actions 2-4	2,000.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375		34,109.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Planning time Additional actions include: Domain 1 Actions 2-4	8,717.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for progress monitoring, Early Learning Additional Actions include Domain 1 Action 2	5,206.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for Academic Tutoring ELA and Math Additional actions include: Domain 1 Actions 2-4	2,842.00
1	1	Sup & Conc	Instruction	Teacher-Supp			K-3 Music Teacher Additional actions include Domain 1 Actions 3-4, Domain 2 Actions 5-6	12,746.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Professional Learning Books Additional actions include: Domain 1 Actions 2-4	1,200.00
1	1	Sup & Conc	Instruction	Bks & Ref			Site Licenses	4,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	15,660.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology cart and additional equipment to support instruction. Additional actions include Domain 1 Actions 2-4	15,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repairs	2,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.438		11,440.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Sup			Supplemental Classified Support Additional actions include: Domain 1 Actions 2-4	512.00
1	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	14,403.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning time Additional actions include: Domain 1 Actions 1, 3-4	7,696.00
3	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support RtI	14,403.00
4	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/Translating for parent meetings Additional Actions Domain 2 Actions 5-6	542.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation/NO FOOD, NO INCENTIVES, Additional actions include: Domain 1 Actions 1-3, Domain 2 Action 5	781.00
4	1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings Additional Actions Domain 2 Actions 5-6	800.00
4	1	LCFF: EL	Instruction	Teacher-Supp			Supplemental time for EL planning Additional actions include Domain 1 Actions 1-3	4,026.00
4	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to support EL students Additional Actions 1, 2, and 3.	3,788.00
4	1	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL students	2,000.00
	1		Instruction	Direct-Other				1,250.00

4	1	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessments	1,250.00
4	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating for parent meetings	241.00
4	1	LCFF: EL	Parent Participation	Mat & Supp			Parent Meeting Materials and Supplies	200.00
5	2	Title 1 Basic	Instruction	Direct-Graph			Graphics/Certificates	1,500.00
5	2	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.200	Mayra Diaz: The purpose of the additional time is to address any site specific needs. Site needs to be addressed include, but are not limited to: individual/group counseling, improvement of school connectedness to decrease absenteeism and suspension rates.	27,369.00
5	2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Romero, Phyllis 1008080	11,028.00
5	2	Sup & Conc	Instruction	Mat & Supp			: PBS activities Additional actions include: Domain 1 Actions 1-2, Domain 2 Action 6	1,200.00
6	1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP days: 2 subs per day	4,882.00

$218,938.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$39,589.00
Sup & Conc	7090	$153,441.00
LCFF: EL	7091	$25,908.00
Grand Total		**$218,938.00**

Domain Totals	Budget Totals
Academic	$177,600.00
SEL / Culture & Climate	$41,338.00
Grand Total	**$218,938.00**

04/20/2017