

Figarden Elementary

106216660062331

Principal's Name: Stephen Zoller

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>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.</p>	
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.

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Stephen Zoller	X				
2. Chairperson – Nick Ware				X	
3. Teacher – Julie Sanchez		X			
4. Parent – Nichole Bolter				X	
5. Parent – Janeth Esquivel				X	
6. Secretary – Cheryl Jacobs		X			
7. Teacher – Tracy Green		X			
8. Other Staff – Cari Lopez			X		
9. Parent – Ora Howard				X	
10. Parent – Open Position					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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		3/19/18
SSC Chairperson	Nick Ware		3/19/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Figarden - 0160

ON-SITE ALLOCATION

3010	Title I	\$37,098
7090	LCFF Supplemental & Concentration	\$160,504
7091	LCFF for English Learners	\$21,336
TOTAL 2018/19 ON-SITE ALLOCATION		\$218,938

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$916
Remaining Title I funds are at the discretion of the School Site Council	\$36,182
Total Title I Allocation	\$37,098

Figarden Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.435	40.435
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.483	36.483

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Whole school RTI block focused on gaps in literacy and grade level standards
- planning times focused on Essential Learnings and creating CFAs and weekly tier 1 support for student who did not yet master the skills
- providing Tier 3 supports through identification during SST and IEP meetings
- use of online resources from the Wonders curriculum to support instruction and student learning.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- grade level RTI time for mathematics
- planning times focused on Essential Learnings and creating CFAs and weekly tier 1 support for student who did not yet master the skills
- providing Tier 3 supports through identification during SST and IEP meetings
- use of online resources from GoMath curriculum to support instruction and student learning.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- needed increase of instructional practices involving cultural relevant modalities and strategies to increase student engagement

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- needed increase of instructional practices involving cultural relevant modalities and strategies to increase student engagement

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Continued time for planning instruction including opportunities for Tier 1 and 2 supports.
- professional learning around student engagement strategies
- continue RTI time for ELA and looking at creating school-wide model for math.
- social emotional supports for students to allow them to focus on learning and reduce distractions

2 ELAC:

- support for academic vocabulary to make sure students are understanding the new words
- opportunities to celebrate student knowledge of their primary language, such as language clubs, which would help them feel more comfortable to speak in class

3 Staff:

- Continued time for planning instruction, CFAs, and opportunities for Tier 1 and 2 supports.
- professional learning around student engagement strategies
- continue RTI time for ELA and looking at creating school-wide model for math.
- social emotional supports for students to allow them to focus on learning and reduce distractions

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- additional psychologist time: provided support for students with social emotional needs to allow them to focus on learning. Supported the creating of level one behavior plans for general education student.
- material and supplies: used to support RTI program by purchasing additional resources needed. Support social emotional support by supporting the positive behavior rewards
- parent involvement supplies: provided needed materials for parent to stay informed regarding their students learning as well as learning how to provide support at home.

Action 1

Title: Focus on initial ELA instruction and Tiered supports

Action Details:

Teachers will continue learning instructional strategies and teaching practices to support good first teaching.
 Focus on PLC work: specifically looking to create Tier 1 and 2 supports for students based on specific learning targets, intervention by student by target.
 Provide Tier 3 supports for students focused on prerequisite skills

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

8/18

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

Interim Assessments

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

10/18 and 2/19

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

Universal screener for literacy skills and reading level

Owner(s):

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

Timeline:

every 6-8 weeks

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

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

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

- minimum 2 times per unit
- Daily checking for understanding
- Wonders Assessments
- KAIG Quarterly Data

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

Readings assessments BAS and DRP

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin
- Certificated Tutor

Timeline:

9/18 and 3/19
KAIG Quarterly Data

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

-Tier 1 and 2 support time scheduled into each grade levels weekly and/or daily schedule

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

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

(1) Certificated tutor to serve Tier 2 students during RTI instructional blocks and oversee Teaching Fellows to build their capacity with best instructional practices. (.375)

-(3) Teaching Fellows to support multi-tiered (Tier 1 and Tier 2) instruction during RTI instructional blocks.

Specify enhanced services for EL students:

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

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

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

-ELPAC assessors to assist with assessment of English Learners.

-After school tutoring support for ELs

-Technology supports for ELs

- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- (1) Para Professional Resource Lab to provide a variety of instructional support duties to meet the needs of students, parents and staff
- (1) K-2 Music teacher to service students and allow teacher to see examples of integrated instruction. Also providing some release opportunities for teachers to observe instructional practices in other classrooms.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper

Explain the 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 and IEP meetings will be held to address the academic and social emotional needs of students. Sub release time will be provided for teachers to attend these meetings
- Monthly parent meetings with administration will address information about academic programs, school climate and culture. (Parent University classes, School Site Council, ELAC, Parent Coffee Hours, Back to School Night, Title I Parent Meeting, Open House, Various PTA events, Figarden School Website, PTA Facebook Page) Materials, supplies, interpreters, and Childcare will be provided for parent meetings and communications.

Describe Professional Learning related to this action:

- Continue building and supporting the effectiveness of the PLCs. (Learning by Doing)
- Planning opportunities, sub release or supplemental time, for teachers to create instructional maps including when CFAs are given and Tier 1 supports will be offered.
- Professional learning books will be purchased from vendors to support and build the capacity of teachers and PLCs.
- 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.
- Technology for teachers involved in the Personalize Learning Initiative.

Action 2

Title: Focus on initial Math instruction and Tiered supports

Action Details:

Teachers will continue learning instructional strategies and teaching practices to support good first teaching.
Focus on PLC work: specifically looking to create Tier 1 and 2 supports for students based on specific learning targets, intervention by student by target.
Provide Tier 3 supports for students focused on prerequisite skills

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

CAASPP

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

8/18

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

Interim Assessment

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

10/18 and 2/19

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

CFA and CSA created by PLCs

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

- at least 2 per unit of study
- GoMath Assessments
- Daily checks for understanding
- KAIG Quarterly Data

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

- Tier 1 and 2 support time scheduled into each grade levels weekly and/or daily schedule
- AC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.
- (1) Para Professional Resource Lab to maintain equipment and support instruction using online math resources such as the Personalized Math Trainer.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper
- After school tutoring will be made available to use resources such as the Personal Math Trainer and Khan academy.

Explain the 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.

Specify enhanced services for EL students:

- during planning days specific supports for EL students, based on the ELD Framework and standards, will be submitted with instructional plan.
- Common formative assessment data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of Math.

Describe Professional Learning related to this action:

- Continue building and supporting the effectiveness of the PLCs. (Learning by Doing)

-Student Success Team and IEP meetings will be held to address the academic and social emotional needs of students. Sub release time will be provided for teachers to attend these meetings

-Monthly parent meetings with administration will address information about academic programs, school climate and culture. (Parent University classes, School Site Council, ELAC, Parent Coffee Hours, Back to School Night, Title I Parent Meeting, Open House, Various PTA events, Figarden School Website, PTA Facebook Page) Materials, supplies, and Childcare will be provided for parent meetings and communications.

-Planning opportunities, sub release or supplemental time, for teachers to create instructional maps including when CFAs are given and Tier 1 supports will be offered.

-Professional learning books will be purchased from vendors to support and build the capacity of teachers and PLCs.

-Opportunities for teachers to observe colleagues on and off site will be made available to share and observe best practices.

-PL and Buyback days focusing mathematics instruction. Transportation reimbursements or supplemental time may be offered as needed to allow teachers to attend the PL events.

-Technology will be provided for teachers involved in the Personalize Learning Initiative.

Action 3

Title: Reading by 3rd grade

Action Details:

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

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Kindergarten, KAIG

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

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

[Timeline:](#)

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

K and 1st grade, BAS reading assessment

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

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

[Timeline:](#)

Fall and Spring

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

2nd grade DRP

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

Fall and Spring

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

Benchmark reading data: such as DIBELS, Reading Inventory, Wonders assessments etc. to monitor student progress within RTI

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin

Timeline:

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

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

- Tier 1 and 2 support time scheduled into each grade levels weekly and/or daily schedule
- AC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.
- (1) Certificated tutor to serve Tier 2 students during RTI instructional blocks and oversee Teaching Fellows to build their capacity with best instructional practices. (.375)
- (3) Teaching Fellows to support multi-tiered (Tier 1 and 2) instruction during RTI instructional blocks.
- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- (1) Para Professional Resource Lab to provide a variety of instructional support duties to meet the needs of students, parents and staff
- (1) K-2 Music teacher to service students and allow teacher to see examples of integrated instruction. Also providing some release opportunities for teachers to observe instructional practices in other classrooms.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper

Explain the 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 and IEP meetings will be held to address the academic and social emotional needs of students. Sub release time will be provided for teachers to attend these meetings

Specify enhanced services for EL students:

- (1) Teaching Fellows to support designated EL instructional time during RTI block
- Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in each grade level during their RtI block.
- KAIG, BAS, and CFA data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.
- Materials and Supplies needed for EL services

Describe Professional Learning related to this action:

- release time for Kindergarten and 1st grade teachers to assess student progress (KAIG and BAS)
- Continue building and supporting the effectiveness of the PLCs. (Learning by Doing)
- Planning opportunities, sub release or supplemental time, for teachers to create instructional maps including when CFAs are given and Tier 1 supports will be offered.

-Provide supplemental classified time to support with communication and meetings that will be provided to all TK-2nd grade parents on the importance of reading by 3rd grade and the importance of students reading at home. This will include monthly tips on reading with their students and questions to ask their child's teacher if their student is struggling.

-Provide materials, supplies, interpreters and babysitting for parent meetings.

-Professional learning books will be purchased from vendors to support and build the capacity of teachers and PLCs.

-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.

-Technology for teachers involved in the Personalize Learning Initiative.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			NO FOOD, NO INCENTIVES, Instructional supplies Additional actions include: G1A2, G1A3	5,536.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology materials and supplies Additional actions: G1A2, G1A3	4,634.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support Rtl	25,678.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation/NO FOOD, NO INCENTIVES, Additional actions: G1A1, G1A2, G1A3	700.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP days: 2 subs per day	5,271.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning time Additional actions include: G1A2, G1A3	11,010.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			K-2 Music Teacher	10,775.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning time Additional actions G1A2, G1A3	5,987.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After school tutoring Additional actions include G1A2, G1A3	1,497.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,790.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning Books and resources	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	11,070.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology materials and supplies Additional actions: G1A2, G1A3	2,366.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Certificates	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			After school tutoring. Additional action G1A2, G1A3	1,436.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL students	2,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support EL students	8,560.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,250.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating for parent meetings.	244.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings	200.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repairs	2,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,231.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub release for EL planning Additional action G1A1, G1A3	1,992.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental time for EL planning	2,035.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/translating for parent meetings.	550.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Parent Participation	Oth Cls-Supp			Additional actions include Goal 2 Action 1	550.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		35,665.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release time for progress monitoring for Early Learning assessments	5,974.00
G1A3	Sup & Conc	Instructional Library, Media & Tech	Cl&Tech-Sup			Supplemental classified support Additional actions include G4A1	489.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			: Materials and supplies for parent meetings and parent communications.	500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL students.	3,619.00

\$177,759.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	85.307	92.307

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> -increase in the numbers of staff involved in hosting clubs. However, not consistent with input of students of frequency of events -whole school events have decreased to be replaced by grade level engagements and celebration. Not consistent in implementation at this time. -K-2 music not yet entered into this data 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> -students are not able to stay after school to participate in certain clubs or sports. -lack of opportunities for Kindergarten engagements
--	---

Step 2: 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> -need all staff involved in at least one type of goal 2 activity -add K-2 music into the data -look to provide alternate transportation for students interested in participating after school who take the bus 	<p>2 ELAC:</p>	<p>3 Staff:</p> <ul style="list-style-type: none"> -all staff should be involved in at least one type of goal 2 activity -school-wide events need to still take place
---	-----------------------	--

Action 1

Title: Increase in school connectedness

Action Details:

-provide opportunities inside and outside instructional time for students to engage in arts, activities, and athletics.

- create school-wide events for students to participate in.
- increase staff involvement in the number of students engagement including clubs, student jobs, community service, and athletics.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Engagement reports in ATLAS

Owner(s):

Goal 2 team and Admin

Timeline:

Quarterly

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

- AC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.
- music instruction for all grades K-6 either through district provided services or supplemental time for K-2 classroom.
- provide materials and resources for school-wide engagements such as PBS and Finest Falcons assemblies and celebrations
- using Goal 2 district funds to support clubs and activities
- promote participation in school-wide community service events such as Falcons Have Heart, Kindness Campaign and other community service projects

Specify enhanced services for EL students:

- create engagements that promote participation of EL students such as: Foreign language clubs, cultural clubs, etc.
- Communication with EL families will be supported by the Office Assistant, Vice-Principal, and Principal.

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

- materials and supplies will be purchased for promoting and hosting school-wide celebrations of engagements will be held such as Goal 2 and club showcase evenings, Winter and Spring performances, Open House, etc.
- Provide classified supplemental time to assist with communication regarding student engagements through weekly Falcon Flyers, phone messages, monthly coffee hours, PTA events, etc.

Describe Professional Learning related to this action:

- purchase professional learning materials around the importance of students feeling connected to school and building relationships with other students and adults

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Positive Behavior Support Activities/Finest Falcon/Attendance	1,200.00

\$1,200.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	98.864	100
Exposure to Careers - 4th Grade	1.299	100
Exposure to Careers - 6th Grade	98.795	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade Student attendance on the day of the trip</p> <p>Exposure to Careers - 4th Grade Student attendance on the day of the trip</p> <p>Exposure to Careers - 6th Grade Student attendance on the day of the trip</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade none</p> <p>Exposure to Careers - 4th Grade none</p> <p>Exposure to Careers - 6th Grade none</p>
---	--

Step 2: 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.

<p>1 SSC:</p> <p>Attendance to field trips is not the indicators best used</p> <ul style="list-style-type: none"> -continue with student jobs -SEL instruction needing to take place consistently in each classroom -Finest Falcon awards given to students demonstrating these competencies 	<p>2 ELAC:</p> <ul style="list-style-type: none"> -continue with student jobs -SEL instruction needing to take place consistently in each classroom -Finest Falcon awards given to students demonstrating these competencies 	<p>3 Staff:</p> <p>-Finest Falcon awards given to students demonstrating these competencies needs to be done consistently from the beginning of the year.</p>
--	--	--

Action 1

Title: Character and competencies for workplace

Action Details:

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

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
---	---	--	---

Explain the Progress Monitoring and data used for this Action

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

Goal 3 Study Trip participation

Owner(s):

- Teachers
- Students
- Parents

Timeline:

Throughout the year

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

Junior Achievement participation Grades 4-5

Owner(s):

- Teachers
- Students
- AC Team
- ILT Team
- Admin

Timeline:

March/April 2018

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

Goal 3 Study Trips

Junior Achievement curriculum implemented via Junior Achievement Community Partnership for Tier 1 instruction in grades 4-5 and expanded to other grades, if possible

Specify enhanced services for EL students:

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

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

Parents will be informed of study trips and will participate as chaperones.

Parents will be informed of Junior Achievement learning opportunity.

Describe Professional Learning related to this action:

- Provide PL on collaborative learning strategies
- Provide PL on connecting curriculum to real world problem solving and learning tasks
- Continue PL opportunities on building character traits with Second Step, Olweus Bullying Curriculum, and Safe & Civil Schools Initiative

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	14.345	12.345
Suspensions Per 100	7.134	6.134

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- This year we have had several students with chronic medical conditions.
- Several special education students have also been out for extended periods of times for several reasons.
- lack of parents calling in attendance for regular absences

Suspensions Per 100

- increase in suspensions among special education students and Hispanic students

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- lack of connectedness among Hispanic, African american students, and special education students
- increased amount of students with chronic health issues

Suspensions Per 100

- lack of connectedness among Hispanic, African american students, and special education students
- increase in SPED suspension due to new placements needing adjustments to behavior plans/goals and change of placements.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Social emotional supports are needed to help students have the skills to focus at school
- students need additional adults who can connect to them at school if they do not connect with their teacher.
- continued work at communicating with parents the importance of school attendance

2 ELAC:

none

3 Staff:

- students need additional social emotional supports such as a counselor, psychologist or resource assistant.
- create additional opportunities for students to be connected to adults on campus, student jobs, goal 2, clubs, etc.
- consistent behavior consequences and communication with parents
- clearer communication between attendance staff and homes.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

-the school psychologist provided additional counseling support for targeted students. Decrease by nearly 50% in the number of office referrals for those students who are being supported by her.

Action 1

Title: Increase social and emotional supports for students

Action Details:

- Resource Counselor Assistant will be utilized to help connected with targeted students in need of additional supports such as positive connections with adults on campus, support with connecting with other students, or needing breaks from classroom environment for short periods of time. (Tier 2 needs)
- Additional (0.2 FTE) Psychologist time will be used to provide social and emotional counseling for students who are identified through SST process. (Tier 2 or 3 needs)
- provide tier 1 social and emotional learning in the classrooms through the use of class meetings, Second Step, and other resources

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> Office Referrals</p>	<p><u>Owner(s):</u> RCA, Psychologist, and Admin</p>	<p><u>Timeline:</u> Monthly</p>
<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> Suspension Rates</p>	<p><u>Owner(s):</u> RCA, Psychologist, and Admin</p>	<p><u>Timeline:</u> Quarterly</p>
<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> School Level student survey</p>	<p><u>Owner(s):</u> Teachers, RCA, Admin</p>	<p><u>Timeline:</u> October, January, and May</p>
<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> District student survey</p>	<p><u>Owner(s):</u> Teachers, RCA, Psychologist, Admin</p>	<p><u>Timeline:</u> February</p>
<p><u>Details: Explain the data which will specifically monitor progress toward each indicator target</u> Schedules for class meetings and observations</p>	<p><u>Owner(s):</u> Teachers, Admin</p>	<p><u>Timeline:</u> monthly</p>

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

- RCA will provide push-in or pull -out connection opportunities for identified students. criteria will be used to identify students of need: office referrals, student surveys, attendance rates, teacher concerns etc.
- Psychologist will provide social and emotional counseling for individual or groups of students
- AC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

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

- communication to parents regarding the SEL taking place each month. This will be done through the Falcon Flyer, phone messages and Coffee Hours.

Specify enhanced services for EL students:

- purchase resources for SEL in primary languages as needed.

Describe Professional Learning related to this action:

- purchase resources for training and implementing Tier 1 social and emotional learning
- Create a SEL team who will meet monthly to review Tier 1 SEL
- SEL team to provide training to staff on implementation

Action 2

Title: Increased Attendance

Action Details:

- monitoring student attendance daily with weekly follow up with parents of students with absences,
- celebrating students and parents with good 95%+ or improved 10% attendance rates

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Absence verification

Owner(s):

- Office Assistant
- Parents
- CWA

Timeline:

Weekly

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

Quarterly Attendance

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

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

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

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

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

-celebrations for parents of students with great attendance 95%+ or 10% increases in attendance rates; may include drawings quarterly with incentives and/or phone calls or letter home from OA and principal

Owner(s):

- Office assistant
- Teachers
- ILT Team
- Admin
- Students
- Parents
- CWA

Timeline:

bi-quarterly

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- SEL Modules on School Connectedness, Building relationships
- PL on Student Engagement Strategies

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000		28,812.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,167.00

\$39,979.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0160 Figarden Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			NO FOOD, NO INCENTIVES, Instructional supplies Additional actions include: G1A2, G1A3	5,536.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology materials and supplies Additional actions: G1A2, G1A3	4,634.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support RtI	25,678.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation/NO FOOD, NO INCENTIVES, Additional actions: G1A1, G1A2, G1A3	700.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP days: 2 subs per day	5,271.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning time Additional actions include: G1A2, G1A3	11,010.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			K-2 Music Teacher	10,775.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning time Additional actions G1A2, G1A3	5,987.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After school tutoring Additional actions include G1A2, G1A3	1,497.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,790.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning Books and resources	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	11,070.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology materials and supplies Additional actions: G1A2, G1A3	2,366.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Certificates	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			After school tutoring. Additional action G1A2, G1A3	1,436.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL students	2,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow to support EL students	8,560.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,250.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating for parent meetings.	244.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings	200.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance and Repairs	2,000.00
G1A2	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,231.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub release for EL planning Additional action G1A1, G1A3	1,992.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental time for EL planning	2,035.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/translating for parent meetings. Additional actions include Goal 2 Action 1	550.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750		35,665.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release time for progress monitoring for Early	5,974.00

G1A3		Instruction	Teacher-Subs		Learning assessments	5,974.00
G1A3	Sup & Conc	Instructional Library, Media & Tech	CI&Tech-Sup		Supplemental classified support Additional actions include G4A1	489.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp		: Materials and supplies for parent meetings and parent communications.	500.00
G1A3	LCFF: EL	Instruction	Mat & Supp		Materials and supplies to support EL students.	3,619.00
G2A1	Sup & Conc	Instruction	Mat & Supp		Positive Behavior Support Activities/Finest Falcon/Attendance	1,200.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	28,812.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	11,167.00
						\$218,938.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,098.00
Sup & Conc	7090	\$160,504.00
LCFF: EL	7091	\$21,336.00
Grand Total		\$218,938.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$177,759.00
G2 - All students will engage in arts, activities, and athletics	\$1,200.00
G4 - All students will stay in school on target to graduate	\$39,979.00
Grand Total	\$218,938.00