

Figarden Elementary

10621666006233

Principal's Name: Stephen Zoller

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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


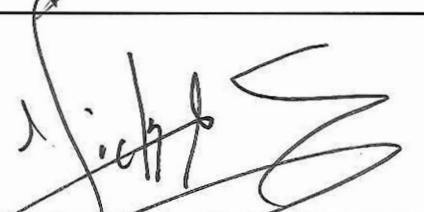
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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. Parent/Community Member-Deega Mohamed				X	
4. Parent/Community Member-Helen Hovhannisyan				X	
5. Other Staff-Cari Lopez			X		
6. Classroom Teacher-Tracy Green		X			
7. Classroom Teacher-Suzanne Webster-Jones		X			
8. Classroom Teacher-Jill Barnard		X			
9.					
10.					
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		3/18/19
SSC Chairperson	Nick Ware		3/18/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Figarden - 0160

ON-SITE ALLOCATION

3010	Title I	\$39,060
7090	LCFF Supplemental & Concentration	\$161,971
7091	LCFF for English Learners	\$17,907
TOTAL 2019/20 ON-SITE ALLOCATION		\$218,938

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,302
Remaining Title I funds are at the discretion of the School Site Council	\$37,758
Total Title I Allocation	\$39,060

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Figarden Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	40.435 %	40.864 %	2017-2018	47.864 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.483 %	36.667 %	2017-2018	43.667 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-124.8 pts	2017-2018	-109.8 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-139.8 pts	2017-2018	-124.8 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Whole school MTSS 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 MTSS 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 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

SBAC ELA Distance from Level 3 (Students w/Disabilities)

124.8 points below standard or increase by 3+ points

SBAC Math Distance from Level 3 (Students w/Disabilities)

139.8 points below standard or increase by 3+ points

Based on the above actions and data from Interim 1 to Interim 2 we are currently on track to meet our targets in both Language Arts and Math. We will continue with our current actions and make adjustments and refinements based on students' needs and performance.

SBAC ELA Distance from Level 3 (Students w/Disabilities)

124.8 points below standard or increase by 3+ points

SBAC Math Distance from Level 3 (Students w/Disabilities)

139.8 points below standard or increase by 3+ points

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- 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 MTSS 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.
- Inclusion ILT will be established to provide collaboration and communication with general education teachers.
- Inclusion ILT to meet monthly to review data, inclusionary best practices, and upcoming events.
- SPED staff will collaborate with grade level ACs to create, administer, and analyze assessment results to identify additional classroom supports and strategies

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- SDC students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.
 - SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.
 - Grades 3-6 SDC teachers to administer IABs and collaborate with RSP teacher and grade level ACs to identify classroom supports and additional instructional strategies.
- These changes are found in the enhanced services for low-performing student groups in goals 1, 2, and 3.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

-Continued time for planning instruction including opportunities for

2 ELAC:

-support for academic vocabulary to make sure students are

3 Staff:

-Continued time for planning instruction, CFAs, and opportunities for

Tier 1 and 2 supports.

- professional learning around student engagement strategies
- continue MTSS 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

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

Tier 1 and 2 supports.

- professional learning around student engagement strategies
- continue MTSS 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

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:

8/19

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

Interim Assessments

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

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

Timeline:

10/19 and 2/20

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)

- Including average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

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

Timeline:

- minimum 2 times per unit
- Daily checking for understanding
- Wonders Assessment
- GoMath Assessments
- KAIG Quarterly Data
- IABs for 3rd-6th Grade

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 MTSS 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

-SDC students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.

-.Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices, and upcoming events

-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.

-Student data chats to set goals for ELPAC and redesignation

After school tutoring support for ELs

-Technology supports for ELs

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, IEP, and 504 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.

-Data chats with SPED teachers to set goals and monitor student progress on common formative assessments, Interims, and IABs.

-RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.

-SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.

-Grade 3-6 SDC teachers to administer IABs and collaborate with RSP teacher and grade level team to identify classroom supports.

-Review data for subgroups to target specific needs.

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.

-Professional development and technology for teachers involved in the Personalize Learning Initiative.

-Opportunities for staff and admin to attend professional learning conferences to build capacity and support work of PLCs and low performing student groups.

-Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices and supports, and upcoming events

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:

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

CAASPP

Owner(s):

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

Timeline:

8/19

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

Interim Assessment

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

Owner(s):

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

Timeline:

10/19 and 2/20

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

CFA and CSA created by PLCs

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

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
- IABs for 3rd-6th Grade

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, math manipulatives

-After school tutoring will be made available to use resources such as the Personal Math Trainer and Khan academy.

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.

Specify enhanced services for low-performing student groups:

-SDC students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.

-Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices, and upcoming events.

-Data chats with SPED teachers to set goals and monitor student progress on common formative assessments, Interims, and IABs.

-RSP teacher to collaborate with general education teachers on student assessment results to identify classroom

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, 504, 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.

supports.

-SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.

-Grade 3-6 SDC teachers to administer IABs and collaborate with RSP teacher and grade level team to identify classroom supports.

-Review subgroup data to target specific needs.

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.

-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.

-Professional learning and technology will be provided for teachers involved in the Personalize Learning Initiative.

-Opportunities for staff and admin to attend professional learning conferences to build capacity and support work of PLCs and low performing student groups.

-Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices and supports, and upcoming events

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
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Explain the Progress Monitoring and data used for this Action

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

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

Interim Data

- Including measuring average percent growth of SPED students
- Review data for African American subgroup.

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

Universal Screener

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
- Certificated Tutor
- Teaching Fellows

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 MTSS 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 MTSS 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

Specify enhanced services for EL students:

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

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, 504, 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

-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.

Specify enhanced services for low-performing student groups:

-SDC students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.

-Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices, and upcoming events.

-Data chats with SPED teachers to set goals and monitor student progress on common formative assessments, Interims, and IABs.

-RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.

-SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.

-Grade 3-6 SDC teachers to administer IABs and collaborate with RSP teacher and grade level team to identify classroom supports.

-Review data for subgroups to target specific areas of need.

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.

-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.

-Professional development and technology for teachers involved in the Personalize Learning Initiative.

-Opportunities for staff and admin to attend professional learning conferences to build capacity and support work of PLCs and low performing student groups.

2019-2020 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			Instructional supplies Additional actions include G1A2, G1A3 - No Food/Incentives	5,208.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Teaching fellows to support MTSS. Additional actions G1A3	27,550.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/translating for parent meetings. Additional Actions G1A2, G1A3	562.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation Additional actions G1A2, G1A3 - No Food/Incentives	740.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	Additional Action G1A3	35,686.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP/504 days: 2 subs per day Additional Action: G1A2	5,884.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning time, data chats Additional actions include: G1A2, G1A3	13,529.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning time, data chats Additional actions G1A2, G1A3	6,028.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			K-2 Music Teacher	10,849.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,541.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional learning books and resources	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	11,046.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Positive Behavior support activities/finst falcon/attendance	1,200.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology materials and supplies Additional Actions G1A2, G1A3	2,500.00
G1A1	Sup & Conc	Instruction	Travel			: Travel expenses to attend professional learning conferences	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Certificates	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin sub for professional learning	2,823.00
G1A1	Sup & Conc	Instructional Library, Media & Tei	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,240.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			EL planning Additional actions G1A2, G1A3	2,001.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Teaching Fellows 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-Ext			Translating for parent meetings.	208.00
G1A1		Parent Participation	Mat & Supp				200.00

2019-2020 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			Instructional supplies Additional actions include G1A2, G1A3 - No Food/Incentives	5,208.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Teaching fellows to support MTSS. Additional actions G1A3	27,550.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/translating for parent meetings. Additional Actions G1A2, G1A3	562.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation Additional actions G1A2, G1A3 - No Food/Incentives	740.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	Additional Action G1A3	35,686.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP/504 days: 2 subs per day Additional Action: G1A2	5,884.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning time, data chats Additional actions include: G1A2, G1A3	13,529.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning time, data chats Additional actions G1A2, G1A3	6,028.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			K-2 Music Teacher	10,849.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,541.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional learning books and resources	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	11,046.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Positive Behavior support activities/finst falcon/attendance	1,200.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology materials and supplies Additional Actions G1A2, G1A3	2,500.00
G1A1	Sup & Conc	Instruction	Travel			: Travel expenses to attend professional learning conferences	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Certificates	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin sub for professional learning	2,823.00
G1A1	Sup & Conc	Instructional Library, Media & Tei	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,240.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			EL planning Additional actions G1A2, G1A3	2,001.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Teaching Fellows 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-Ext			Translating for parent meetings.	208.00
G1A1		Parent Participation	Mat & Supp				200.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	92.307 %	92.691 %	2017-2018	99.691 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- 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

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

- students are not able to stay after school to participate in certain clubs or sports.
- lack of opportunities for Kindergarten engagements

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Student jobs have not been implemented this year.
- Elective wheel was begun during second quarter, one day per week (based on staff feedback), and has continued to be implemented throughout the second semester.
- An additional lunch club was added during the second semester.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Student jobs, elective wheel, and additional lunch clubs will be implemented from the beginning of the year.
- These changes can be found in Goal 2 of the SPSA

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- 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

2 ELAC:

- opportunities for students to learn about other cultures and cultural practices should be offered during elective wheel and as a clubs

3 Staff:

- 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):

- Teachers
- Goal 2 team
- Inclusion ILT Team
- 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 arts, athletics, and activities
- promote participation in school-wide community service events such as Falcons Have Heart, Kindness Campaign and other community service project

-Students will have the opportunity to sign up for student jobs, choose electives, and participate in various clubs during lunch time.

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.

Specify enhanced services for low-performing student groups:

-Students will receive small group instruction from classroom teacher during designated Response To Intervention time weekly.

-Targeted support Team and Student Success Team Meetings

-Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices and supports, and upcoming events

-Review subgroup data to target specific needs.

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	97.561 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</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 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</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>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

-6th grade special needs students opt out of attending the engagement trip.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

-Inclusion Instructional leadership team to provide additional communication and supports for SPED students, families, and general education teachers.
-Inclusion Instructional leadership team to meet monthly to review data, inclusionary best practices and supports, and upcoming events.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Attendance to field trips is not the indicators best used

- continue with student jobs
- SEL instruction needing to take place consistently in each classroom
- Finest Falcon awards given to students demonstrating these competencies

2 ELAC:

- continue with student jobs
- SEL instruction needing to take place consistently in each classroom
- Finest Falcon awards given to students demonstrating these competencies

3 Staff:

-Finest Falcon awards given to students demonstrating these competencies needs to be done consistently from the beginning of the year.

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.

Increase student job opportunities and the number of students participating in the jobs.

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

Goal 3 Study Trip participation

Participation in student jobs

Owner(s):

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

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
- Inclusion ILT team
- Admin

Timeline:

March/April 2020

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.

Specify enhanced services for low-performing student groups:

-Students will receive small group instruction from classroom teacher during designated Response To Intervention time weekly.

- Targeted support Team and Student Success Team Meetings
- Review subgroup information to target specific needs.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	12.345 %	15.871 %	2017-2018	13.871 %
Suspensions Per 100	6.134 %	6.169 %	2017-2018	5.169 %
Chronic Absenteeism (Students with Disabilities)		34.5 %	2017-2018	32.5 %
Suspension Rate (Students w/Disabilities)		9.2 %	2017-2018	6.2 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Chronic Absenteeism (Students with Disabilities)

- 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.

Suspension Rate (Students w/Disabilities)

- Suspension rate has increased due to new placements, behavior plans and goals needing to be adjusted, and needing to make adjustments to other supports.

Based on current data, we are currently on track to meet the targets in the areas of chronic absenteeism and suspensions. In addition to the above actions, we will be adding additional actions to ensure that the Students with Disabilities continue to make progress and meet targets in both areas.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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.

Chronic Absenteeism (Students with Disabilities)

- Lack of connectedness among special education students
- increased amount of students with chronic health issues

Suspension Rate (Students w/Disabilities)

- increase in SPED suspension due to new placements, needing adjustments to behavior plans and appropriate supports.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- 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 him.
- RCA and Tier 2 specialist provided frequent check-ins, individual, and small group support to students identified through PowerBI data.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Continue to purchase an additional day of psychologist time to allow for individual and small group counseling sessions.
- RCA and Tier 2 specialist will continue to provide push-in and pull-out services to increase school connectedness, decrease levels of misbehavior, and improve attendance.
- TST team will meet weekly to review PowerBI data and monitor student progress.
- Tier 2 specialist will conduct regular meetings with students who have five or more absences.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- 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.

Action 1

Title: Increase social and emotional supports for students

Action Details:

- Tier 2 Specialist to connect with students and provide push in services, individual, and small group support to identified students. (Tier 2)
- Resource Counselor Assistant will be utilized to help connect 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 1 and 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Power BI data to monitor Levels of Misbehavior

Office Referrals

Owner(s):

- Teachers
- AC Teams
- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

Weekly

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

Suspension Rates

-Review African American subgroup data

Owner(s):

- Teachers
- AC Teams
- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

Quarterly

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

School Level student survey

Owner(s):

- Teachers
- AC Teams
- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

October, January, and May

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

District student survey

Owner(s):

- Teachers
- AC Teams
- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

February

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

Schedules for class meetings and observations

Owner(s):

- Teachers
- AC Teams
- ILT
- Admin

Timeline:

monthly

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

- Tier 2 specialist will provide push-in, individual, and small group supports and instruction to identified students. Students will be identified through Power BI data and TST team recommendations.
- 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
- TST team to monitor data utilizing Power BI
- TST team to meet weekly to discuss implementation of supports and student progress.
- 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.
- Materials and supplies to support Tier 2 and RCA instruction.

Specify enhanced services for EL students:

- purchase resources for SEL in primary languages as needed.

Specify enhanced services for low-performing student groups:

- Students will receive small group instruction during designated Response To Intervention time weekly.
- Targeted support Team and Student Success Team Meetings for Tier 2 and Tier 3 Behavior students.
- Review attendance data , including the subgroups of Students with Disabilities and African American, during ILT meetings and SPED data chats
- Review subgroup data to target specific needs of Students with Disabilities and African American.

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.

Describe Professional Learning related to this action:

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

- purchase resources for a care and connection room where students receive tier 1 and tier 2 services
- Opportunities for staff and admin to attend professional learning conferences to build capacity and support PLCs work on social emotional learning and best practices to meet the needs of low performing student groups.
- Professional learning resources to be purchased to build staff capacity in connecting with students and providing Tier 1 social emotional supports.

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
- Tier 2 specialist to monitor student attendance and provide services to students who are chronically absent or habitually tardy.

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
- Tier 2 Specialist
- CWA

Timeline:

Weekly

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

Quarterly Attendance

Owner(s):

- Office assistant
- Teachers
- ILT Team
- Admin
- Students
- Parents
- CWA
- Tier 2 Specialist
- TST Team

Timeline:

bi-quarterly

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.

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

- Targeted support Team and Student Success Team Meetings
- Monthly chronic "on deck" supports.
- Special Education focused supports for attendance and incentives.
- Review subgroup data to target specific needs.

Describe Professional Learning related to this action:

- SEL Modules on School Connectedness, Building relationships
- PL on Student Engagement Strategies
- Opportunities for staff and admin to attend professional learning conferences to build capacity and support work of PLCs and low performing student groups.

2019-2020 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	Site is requesting to retain Manuel Garcia, Jr 1071293 Garcia Jr, Manuel	25,713.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,613.00

\$37,326.00

2019-2020 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			Instructional supplies Additional actions include G1A2, G1A3 - No Food/Incentives	5,208.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Teaching fellows to support MTSS. Additional actions G1A3	27,550.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/translating for parent meetings. Additional Actions G1A2, G1A3	562.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation Additional actions G1A2, G1A3 - No Food/Incentives	740.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3750	Additional Action G1A3	35,686.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP/504 days: 2 subs per day Additional Action: G1A2	5,884.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning time, data chats Additional actions include: G1A2, G1A3	13,529.00
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G1A1	Sup & Conc	Instruction	Teacher-Supp			K-2 Music Teacher	10,849.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,541.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional learning books and resources	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	11,046.00
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G1A1	Sup & Conc	Instruction	Travel			: Travel expenses to attend professional learning conferences	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Certificates	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Crt Supr-Sub			Admin sub for professional learning	2,823.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,240.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			EL planning Additional actions G1A2, G1A3	2,001.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Teaching Fellows 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-Ext			Translating for parent meetings.	208.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings and parent communications	200.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology maintenance and repairs	2,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL students	2,000.00

G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release time for progress monitoring for Early Learning assessments.	4,119.00
G1A3	Sup & Conc	Instructional Library, Media & Te	CI&Tech-Sup			Supplemental classified support	500.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings	500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL students additional actions G1A1, G1A2	3,688.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	Site is requesting to retain Manuel Garcia, Jr 1071293 Garcia Jr, Manuel	25,713.00
G4A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,613.00
							\$218,938.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,060.00
Sup & Conc	7090	\$161,971.00
LCFF: EL	7091	\$17,907.00
Grand Total		\$218,938.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$181,612.00
G4 - All students will stay in school on target to graduate	\$37,326.00
Grand Total	\$218,938.00