

**Figarden Elementary**

10621666006233

Principal's Name: Stephen Zoller

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Stephen Zoller', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<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"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<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**


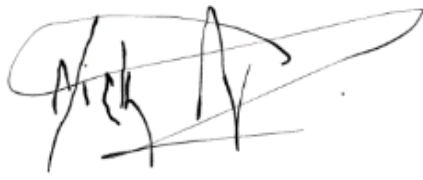
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Stephen Zoller</b>	X				
2. <b>Chairperson – Nick Ware</b>				X	
3. <b>Yelena Hovhannisyan</b>				X	
4. <b>Jasmine Ferris</b>				X	
5. <b>Malerie Solis</b>				X	
6. <b>Scott Bolter</b>				X	
7. <b>Jill Barnard</b>		X			
8. <b>Cynthia Harrelson</b>		X			
9. <b>Suzanne Webster-Jones</b>		X			
10. <b>Mel Wallace</b>			X		
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Stephen Zoller		4/30/2020
SSC Chairperson	Nick Ware		4/30/2020

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 2020/21

Figarden - 0160

**ON-SITE ALLOCATION**

3010	Title I	\$43,990
7090	LCFF Supplemental & Concentration	\$161,232
7091	LCFF for English Learners	\$13,716
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$218,938</b>

\* 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	\$1,245
Remaining Title I funds are at the discretion of the School Site Council	\$42,745
Total Title I Allocation	\$43,990

## Figarden Elementary 2020-2021 - 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)	47.864 %	44.481 %	2018-2019	51.481 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	43.667 %	43.974 %	2018-2019	50.974 %

**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)

Quantitative Data: Based on CA dashboard data for 2019 the site has increased 8.3 points for all students. English learner students increased by 16.6 points. African American students increased by 6.1 points and students with Disabilities increased by 20.3 points. The most current iReady data shows 47% of students meeting their typical growth goals while 21% have met their stretch growth goals.

Overall, students have shown growth with iReady from Diagnostic 2 to Diagnostic 3. The percentage of students in Tier 1 have increased 16%, students in Tier 2 decreased by 3%, and Tier 3 decreased by 12%. Observation walkthrough data indicates that some PLCs are working collaboratively and the rigor is not at grade level in all classrooms.

Actions currently working are: grade level common formative assessments, 1 to 1 technology support, teaching fellows and certificated tutor providing push in and/or pull out services within the MTSS structure, four days per week on a regular basis. The use of data during PLCs to identify EL, SPED, and Tier 2 students for additional targeted academic and SEL support. PLCs are using data from iReady, common formative assessments, and IABs to identify students by standard and skills for targeted supports. PLC planning time for staff to use data and district guiding documents to refine instructional calendars, plan for the use of academic language and universal supports, and refine the implementation of the GVC curriculum. Student study team and IEP meetings to identify additional interventions and build stronger partnerships with parents for Tier 3 students. Monthly Inclusion team meetings to ensure inclusive opportunities for SPED students.

**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)

Many of the Tier 3 students lack basic reading foundational skills or have limited vocabularies which perpetuates the gaps in the progression of literacy and makes comprehension of complex texts difficult. As a site, ELA SBAC scores increased by 8.3, but white students showed a decrease of 10.4. In addition to the academic supports students are receiving during the MTSS model they are also in need of small group literacy instruction within the classroom setting during Tier 1 instruction as well as more evidenced based strategies to attack complex texts and reach the level of depth and rigor of the standard. In addition to academic supports, students also need additional SEL support, which the staff is currently not fully equipped to address.

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

Many of the Tier 3 students lack basic mathematical fluency, conceptual understanding of higher level mathematical concepts, or have vocabularies which makes it difficult to access the higher level math concepts and articulate thinking and processes. As a site, Math SBAC scores increased by 20.1, but white students showed a decrease of 7.5. Even though students are being identified by standard and skill for additional support they are not always receiving targeted small group instruction as many staff struggle with the implementation of a differentiated instruction model for math. Students could also benefit from the set up and implementation of the personalized math trainer and additional SEL support. Staff need additional professional learning to better support Tier 1 and Tier 2 students within the classroom setting both academically and social emotionally.

Current actions as stated above are all working; however, there are areas that need additional focus and improvement such as integration of technology with fidelity into daily classroom routines for both instruction and individualized learning. The refinement of data use to adjust classroom routines and instructional practices within Tier 1 instruction to increase engagement and rigor. Staff need additional professional learning to better support Tier 1 and Tier 2 students within the classroom setting both academically and social emotionally.

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

**Quantitative Data:** Based on CA dashboard data for 2019 the site has increased 13.4 points for all students. English learner students increased by 16.4 points. African American students increased 20.1 points and students with Disabilities increased by 37.7 points. The most current iReady data shows 41% of students meeting their typical growth goals while 14% of students have met their stretch growth goals.

Overall, students have shown growth with iReady from Diagnostic 2 to Diagnostic 3. The percentage of students in Tier 1 have increased 17%, students in Tier 2 decreased by 2%, and Tier 3 decreased by 15%. Observation walkthrough data indicates that some PLCs are working collaboratively and the rigor is not at grade level in all classrooms.

Actions currently working are: grade level common formative assessments, 1 to 1 technology support, PLC planning to refine instructional calendars based on data and to plan for the use of academic language and universal supports, and refine the implementation of the GVC curriculum. PLCs are using data from iReady, common formative assessments, and IABs to identify students by standard and skills for targeted supports. Student study team and IEP meetings to identify additional interventions and build stronger partnerships with parents for Tier 3 students. Monthly Inclusion team meetings to ensure inclusive opportunities for SPED students.

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

A major plan shift was the utilization of iReady as the district common assessment in replacing BAS and DRP assessments. This provided additional data and diagnostic information, but staff needs additional training on how to utilize the data to inform and change their instructional practices. Staff also need additional professional learning on how to differentiate instruction based on the iReady data within the Tier 1 instructional block.

**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.

Modifications based on current evaluations show that all actions will continue at this time. The change that will be reflected in the upcoming SPSA will be that Teaching Fellows are being reduced from 4 to 1. The reduction is due to inconsistencies with attendance and implementation of interventions; however, the data shows that the support of the Teaching Fellows have contributed to the academic increase of the English Learner students. Therefore, one teaching fellow will be contracted for the upcoming year to support with intervention with EL students.

**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:

Continue all actions as is for this goal.

**2** ELAC:

Continue all actions as is for this goal.

**3** Staff:

Continue all actions for this goal.  
 Decrease teaching fellows from 4 to 2, one specifically funded to support designated ELD instruction during MTSS.

**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
- PLC Teams
- ILT Team
- Admin

[Timeline:](#)

8/20

[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
- PLC 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
- PLC Teams
- ILT Team
- Admin

Timeline:

- CFAs to be conducted a minimum of 2 times per unit
- Daily checking for understanding
- Wonders Assessment
- IABs for 3rd-6th Grade

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

iReady Reading Assessments

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

Owner(s):

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

Timeline:

- Based on district schedule

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

-PLC 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 Fellow to build their capacity with best instructional practices. (.375)

-(1) Teaching Fellows to support designated English Language Learner 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

-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 Fellow to support small group designated EL instruction based on students' ELD levels, during schoolwide MTSS block

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

-During planning days specific supports for EL students, based on the ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.

-Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.

-PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.

-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.

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 all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, 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.

- 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.

**Describe Professional Learning related to this action:**

- PL sessions will be designed based on student and staff needs as identified through data, including but not limited to: surveys, assessment, and IPG trends.
- PL opportunities will be designed and offered based on regional PL plans, district priorities, State ELA and ELD standards, and the ELA/ELD framework to support integrated and designated ELA/ELD instruction.
- 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

<b>Reasoning for using this action:</b>	<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

CAASPP

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin

Timeline:

8/20

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

I-Ready Math Diagnostics

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

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin

Timeline:

- Based on district timelines

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
- PLC Teams
- ILT Team
- Admin

Timeline:

- at least 2 per unit of study
- GoMath Assessments
- Daily checks for understanding
- IABs for 3rd-6th Grade

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

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- Tier 1 and 2 support time scheduled into each grade levels weekly and/or daily schedule
- PLC 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 iReady, Personal Math Trainer and Khan academy.

Specify enhanced services for EL students:

- Based on the ELD/ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in small groups at each grade level during their MTSS block.
- Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- During planning days specific supports for EL students, based on the ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.

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 all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, and IABs.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.

-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.

**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.

-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:**

-PL sessions will be designed based on student and staff needs as identified through data, including but not limited to: surveys, assessment, and IPG trends.

-PL opportunities will be designed and offered based on regional PL plans, district priorities, and State Math standards and framework.

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.

<b>Reasoning for using this action:</b>	<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 and iReady

Owner(s):

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

Timeline:

Quarterly

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

K-2nd Grade, iReady Reading Diagnostics

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

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin

Timeline:

District administration timelines

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

Universal Screener

Benchmark reading data: such as Reading Inventories, Wonders assessments, and iReady data etc. to monitor student progress within the MTSS structure.

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
- 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

-PLC 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)

-(1) Teaching Fellows to support multi-tiered (Tier 1 and 2) designated EL 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.

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.

-iReady, CFA, and IAB 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.

-Data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, 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 teachers to assess student progress

-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.

# 2020-2021 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	Teacher-Regu	Tutor	0.3750	Additional actions G1A3	37,191.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction - No Food, No Incentives	3,401.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	2,153.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare/Translating services for parent meetings Additional actions include G1A2, G1A3	253.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation Additional goals G1A2, G1A3 - No Food, No Incentives.	992.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for planning/data chats Additional actions G1A2, G1A3	14,023.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP/504: 2 subs x 15 days	5,347.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental time for planning/data chats Additional actions G1A2, G1A3	7,624.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental time for K-2 music teacher and Inclusion Team	6,709.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,861.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional learning books	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction	14,236.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities/Finest Falcon/Attendance	1,200.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology materials and supplies Additional Actions G1A2, G1A3	9,054.00
G1A1	Sup & Conc	Instruction	Travel			Travel expenses for Professional learning	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Color copier lease to support instruction	3,800.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Fellows to support literacy instruction. Additional actions G1A3	9,602.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin sub for professional learning	1,426.00
G1A1	Sup & Conc	Instructional Library, Media & Tech	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,151.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings	500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental materials and supplies to support EL instruction	2,457.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,250.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Cons Svc/Oth			Education and Leadership Foundation : Fellow to support EL instruction	9,602.00



## 2020-2021 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	LCFF: EL	Parent Participation	Cls Sup-Ext			Translation services for parent meetings	207.00
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 Additional Actions G1A1, G1A3	2,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release time for Early Learning Assessments TK/K	3,567.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplemental classified support	506.00

**\$165,012.00**

**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	99.691 %	85.445 %	2018-2019	92.445 %

**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**

Quantitative Data: Current data is showing 78% of students are engaged in Goal 2 activities.

Current actions of Goal 2 Engagement Trips, athletics, arts opportunities and offering of clubs is currently working to keep students engaged. However, staff involvement needs to be increased in the areas of clubs, jobs, and community service to ensure that all students TK through 6th grade are engaged in Goal 2 activities.

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

**Goal 2 Participation Rate**

- The data is currently incomplete as participation in a lunch club and semester one Elective Wheel has not been entered. After entry of that data it is expected that we will meet the current target of 92%.
- Despite Goal 2 experiences being offered to all students, some families choose not to have their students participate.

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

All actions are currently being implemented.

**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.

- Increase the number of staff who are involved to allow for the expansion of club offerings both during lunch and after school.
- Continue to build relationships with families to decrease the number of students who are not being allowed to attend the experiences.

**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.

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**1** SSC:

Continue all actions and work to increase offerings of clubs.

**2** ELAC:

Continue all actions and work to increase offerings of clubs.

**3** Staff:

Continue all actions and work to increase offerings of clubs.

**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):

- PLC 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.
- 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, Dude be Nice! 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 and after school.

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.

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.

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

**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 %	85 %	2018-2019	92 %
Exposure to Careers - 4th Grade	100 %	64.286 %	2018-2019	71.286 %
Exposure to Careers - 6th Grade	100 %	88.312 %	2018-2019	95.312 %

**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.

**Exposure to Careers - 3rd Grade**

Bricks 4 Kids provided on campus experiences on 9/27/19 with students building and engineering designs with legos. Students from SPED programs participated with support of their classroom teachers and paraprofessionals.

**Exposure to Careers - 4th Grade**

4th grade students attended CCR experience at Fresno Police Department on 11/20/19. Students from SPED programs participated with support of their classroom teachers and paraprofessionals.

**Exposure to Careers - 6th Grade**

6th grade students attended CCR experience at Reedley Community College on 11/6/19. Students from SPED programs participated with support of their classroom teachers and paraprofessionals.

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

**Exposure to Careers - 3rd Grade**

- Due to severity of some students disabilities they may not be able to fully participate in the experience, even with support of SPED staff.

**Exposure to Careers - 4th Grade**

- Due to severity of some students disabilities they may not be able to fully participate in the experience, even with support of SPED staff.
- Some families choose to not have their students participate in the experience.

**Exposure to Careers - 6th Grade**

- Due to severity of some students disabilities they may not be able to fully participate in the experience, even with support of SPED staff.
- Some families choose to not have their students participate in the experience.

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

- Junior Achievement was scheduled for only 4th and 5th grade students. The program coordinator offered to expand the experience to all 1st-5th grade students.
- Student job fair was held and 116 students participated in the job fair.

**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.

- Junior Achievement will be expanded to include all 1st-5th grade students in Entrepreneurial curriculum as provided by the Junior Achievement program.
- Fall and Spring student job fairs will be held with increased staff involvement to increase the number of job offerings for students.

**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:

Continue all current actions and look for more community partnerships.

**2** ELAC:

Continue all current actions and look for more community partnerships.

**3** Staff:

- Increase staff involvement to increase job offerings.
- Support of 1st-5th grade staff with Junior Achievement implementation

### 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
- PLC Team
- ILT Team
- Inclusion ILT Team
- TST Team
- Parents
- Admin

**Timeline:**

Throughout the year

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

Junior Achievement participation Grades 1-5

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT team
- Admin

Timeline:

March/April 2021

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 1-5 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 MTSS time weekly.
- Inclusion Instructional Leadership team to meet monthly to review upcoming activities
- 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 with Meaningful Work

**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	13.871 %	13.594 %	2018-2019	11.594 %
Suspensions Per 100	5.169 %	6.959 %	2018-2019	5.959 %

**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**

Quantitative Data: Chronic absenteeism has declined by 3%. Current rate of chronic absenteeism is 12%. Chronic absenteeism rates for students with disabilities has decreased by 13% with a current rate of 19.8%.

Current actions of Tier 2 specialist and attendance clerk monitoring students' attendance is supporting the decrease. Identifying students for check in/check out services by Tier 2 specialist and RCA is working to increase student connections and assist with getting students to school on a daily basis. Tier 2 specialist is providing small group instruction to identified students on a weekly basis. School Psychologist is being utilized to provide SEL counseling to students who are identified through the SST process and teacher referrals. School Psychologist is working with families to support students who may need additional outside agency supports.

**Suspensions Per 100**

Quantitative Data: Suspensions have decreased to 3.06% based on students who are suspended one or more times throughout the year. Suspension rates for students with disabilities has decreased from 11% to 7.41%.

Identifying students for check in/check out services by Tier 2 specialist and RCA is working to increase student connections and assist with getting students to school on a daily basis. Tier 2 specialist is providing small group instruction to identified students on a weekly basis. School Psychologist is being utilized to provide SEL counseling to students who are identified through the SST process and teacher referrals. School Psychologist is working with families to support students who may need additional outside agency supports.

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

**Chronic Absenteeism**

- Students with disabilities have medical needs that hinder their ability to be in school and on time every day.
- Students are not feeling connected to other staff and students.
- Tier 1 Academic and SEL instruction is not consistent and staff needs more professional development in SEL responses and interventions.

**Suspensions Per 100**

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

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- Implementation of Tier 2, has been inconsistent due to slow roll out of Universal Screener. Once screener was administered the case load of Tier 2 specialist was validated and allowed for more strategic formation of small groups.
- Implementation of Tier 2 specialist and RCA services were viewed by staff as a general education function only.
- TST was expanded to include a SPED representative.
- More students are in need of check in/check out or individual support from the RCA and Tier 2 specialist than what can be provided at this time.

**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.

- An additional 3 hour RCA will be added so that there is RCA support for students during the entire school day.

**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:

- Continue all current actions.
- In house suspensions to work on SEL skills and function of behavior
- Increase RCA time
- Add an additional RCA to increase afternoon check-ins
- Provide professional learning to shore up Tier 1 Academic and SEL instruction.

**2** ELAC:

- Continue all current actions.
- Add additional 3 hour RCA
- Provide professional learning to shore up Tier 1 Academic and SEL instruction.

**3** Staff:

- Continue all current actions.
- Add additional 3 hour RCA
- Provide professional learning to shore up Tier 1 Academic and SEL instruction.

## 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)
- Two Resource Counselor Assistants 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:

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

Power BI data to monitor Levels of Misbehavior

Office Referrals

Owner(s):

- Teachers
- PLC 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

-SPED subgroup data

Owner(s):

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

Timeline:

Quarterly

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

School Level student survey

Owner(s):

- Teachers
- PLC Teams
- ILT
- CCT
- 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
- PLC Teams
- ILT
- CCT
- 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
- PLC Teams
- CCT
- 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.
- RCAs 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.
- PLC 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
  - Admin

**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.

## 2020-2021 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.	27,844.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,995.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	3.0 hour Resource Counseling Assistant	14,087.00

**\$53,926.00**

## 2020-2021 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	Teacher-Regu	Tutor	0.3750	Additional actions G1A3	37,191.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction - No Food, No Incentives	3,401.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	2,153.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare/Translating services for parent meetings Additional actions include G1A2, G1A3	253.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation Additional goals G1A2, G1A3 - No Food, No Incentives.	992.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for planning/data chats Additional actions G1A2, G1A3	14,023.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST/IEP/504: 2 subs x 15 days	5,347.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental time for planning/data chats Additional actions G1A2, G1A3	7,624.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental time for K-2 music teacher and Inclusion Team	6,709.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		10,861.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional learning books	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction	14,236.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities/Finest Falcon/Attendance	1,200.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology materials and supplies Additional Actions G1A2, G1A3	9,054.00
G1A1	Sup & Conc	Instruction	Travel			Travel expenses for Professional learning	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Color copier lease to support instruction	3,800.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Fellows to support literacy instruction. Additional actions G1A3	9,602.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Crt Supr-Sub			Admin sub for professional learning	1,426.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		12,151.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings	500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental materials and supplies to support EL instruction	2,457.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,250.00
G1A1	LCFF: EL	Instructional Supervision & Adm	Cons Svc/Oth			Education and Leadership Foundation : Fellow to support EL instruction	9,602.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translation services for parent meetings	207.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings and parent communications	200.00
G1A2		Instruction	Direct-Maint				2,000.00

G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance Additional Actions G1A1, G1A3	2,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release time for Early Learning Assessments TK/K	3,567.00
G1A3	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Supplemental classified support	506.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	Site is requesting to retain Manuel Garcia, Jr.	27,844.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,995.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	3.0 hour Resource Counseling Assistant	14,087.00
							<b>\$218,938.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,990.00
Sup & Conc	7090	\$161,232.00
LCFF: EL	7091	\$13,716.00
<b>Grand Total</b>		<b>\$218,938.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$165,012.00
G4 - All students will stay in school on target to graduate	\$53,926.00
<b>Grand Total</b>	<b>\$218,938.00</b>