

Figarden Elementary

10621666006233

Principal's Name: Cari Lopez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Cari Lopez	X				
2. Chairperson -Melissa Wallace			X		
3. Cynthia Harralson	X				
4. Cynda Caskey	X				
5. Tracy Green	X				
6. Jasmine Ferris				X	
7. Scott Bolter				X	
8. Malarie Silos				X	
9. Janeth Esquivel				X	
10. Virginia Beamer				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 2019-2020 .

Required Signatures

School Name: Figarden Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Cari Lopez		4/12/2021
SSC Chairperson	Melissa Wallace		4/12/2021

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 2021/22

Figarden - 0160

ON-SITE ALLOCATION

3010	Title I	\$49,335
7090	LCFF Supplemental & Concentration	\$162,987
7091	LCFF for English Learners	\$17,820
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$18,409</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$248,551

* 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	\$1,287
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$48,048</u>
	Total Title I Allocation	\$49,335

Figarden Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		45.08 %	2020-2021	52.08 %
I-Ready Math D2 On Level		34.5 %	2020-2021	41.5 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

- i-Ready scores for on grade level students increased from Test #1 to #2: 40% to 46%:
- Planning time focused on Essential Learnings and creating CFAs and weekly Tier 1 support for students not yet mastering skills.
- CT focused on Reading Foundational Skills in Grade 2
- Use of online resources from Wonders curriculum to support instruction and student learning.
- Doug Fisher PL and implementation of strategies to increase student engagement
- Providing Tier 3 supports through identification during SST and IEP meetings.

I-Ready Math D2 On Level

- i-Ready scores for on grade level students increased from Test #1 to #2: 28% to 34%:
- Planning time focused on Essential Learnings and creating CFAs and weekly Tier 1 support for students not yet mastering skills.
- Use of online resources from Go Math curriculum to support instruction and student learning.
- Doug Fisher PL and implementation of strategies to increase student engagement
- Providing Tier 3 supports through identification during SST and IEP meetings

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

I-Ready ELA D2 On Level

- decrease in the number of students completing the assessment, especially in 5th and 6th grade
- due to the current virtual learning environment we have a significant number of students who are not logging in or not completing work. This number is highest among our socio economically disadvantaged students.
- the decrease in students not completing the assignments or logging in to instruction increases in Grades 4-6
- Continued need to increase instructional practices involving cultural relevant modalities and strategies to increase student engagement.
- Need to focus on differentiated instruction in reading foundational skills with connected text in K-3 grades.

I-Ready Math D2 On Level

- decrease in the number of students completing the assessment, especially in 5th and 6th grade
- due to the current virtual learning environment we have a significant number of students who are not logging in or not completing work. This number is highest among our socio economically disadvantaged students.
- the decrease in students not completing the assignments or logging in to instruction increases in Grades 4-6
- Continued need to increase instructional practices involving cultural relevant modalities and

- strategies to increase student engagement.
- Continued professional learning on building conceptual understanding of concepts at each grade level.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Funds were shifted from supplemental planning time in Q1 and Q2 to technology to have the resources to support instruction in distance learning.
- Intervention provided was shifted to focus on Second grade due to students needing more support in early literacy due to school closures in Spring 2020.
- Virtual learning has created a large impact in the implementations of actions this year, especially in regards to providing interventions to students and differentiating instruction. We were not able to implement some actions that we would have implemented in person. (e.g., MTSS structure across PLCs, elective wheel, etc.)
- Due to distance learning schedules, we opted to have the Teaching Fellows in the afternoon block this created a challenge in hiring and resulted in a late start with ELD instruction and Reading Foundational Skills interventions. Due to staff not returning in January there was also a lapse in services.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- CT will work with first and second grade to focus on acquisition and application of reading foundational skills.
- MTSS structure within the Tier 1 instruction and across PLCs and grade levels to close reading foundational skills gaps.
- Planning for next year we are planning that we will be back in an in-person learning environment. Therefore we will be able to implement the actions that were previously in place. A few adjustments must be made to the actions. In both action #1 and #2 we must create specific support groupings for students who did not participate fully in the learning this year. This will be done by working with PLCs to create a MTSS structure with PLCs and across grade levels to provide supports for students based on the data from assessments.
- K-3 will be focused on Literacy while 4th-6th will continue to focus on math with 5th/6th grades participating in Math Lesson Design.
- Whole school Personalized Learning Initiative professional learning to focus on pedagogy, blended learning, and increase student voice and student choice during Tier 1 instruction.

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:

- Certificated tutor
- Teaching fellows to support with literacy and ELD
- More integration of arts/music with ELA and Math
- Use of manipulatives for Math concept development
- Extension activities for those on/above grade level.
- After school tutoring for ELA & Math
- Keep social emotional supports (additional psych day, two RCAs, and purchase additional SEL resources)
- Keep teacher planning days

2 ELAC:

- Teaching fellow to support ELD instruction.
- ELPAC assessors
- Professional learning for staff in ELD standards, instruction, and supports

3 Staff:

- Whole staff PLI initiative to support blended learning models.
- K-2 Literacy Professional Learning
- 5/6 Math Lesson Design Professional Learning and implementation
- Quarterly awards vs. Semester Awards
- Keep Certificated Tutor
- Teaching fellow to support literacy
- Supplemental planning time
- Sub release time for Early Learning assessments

- Keep additional classroom supply funds and funds to support technology.

Action 1

Title: Reading and Writing on Grade Level

Action Details:

Teachers will continue learning instructional strategies and teaching practices through Personalized Learning Initiative PL, K-3 Literacy Strategies, and other site specific PL to support good first teaching and differentiated instruction.

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

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):

- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology through whole school personalized learning initiative. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration (Tier 1).
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically support ELs with strategies and resources (Tier 1).
- Kinder-3rd grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS, which includes services from our certificated tutors (Tier 1).
- 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 Fellow to support designated English Language Learner instruction during MTSS instructional blocks.
- (1) Teaching Fellow to support foundational literacy skills in K-3.
- (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, monitors, 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.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- 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.
- Data review of student progress, quarterly.
- Student data chats to set goals for ELPAC and redesignation
- After school tutoring support for ELs
- Technology supports for ELs
- Incentives/Awards for students making ELP growth.

Specify enhanced services for low-performing student groups:

- Library Tutoring funds will be used for targeted instructional support for low performing student groups (Tier 2).
- Blended Learning will address individual learning needs by using a combination of direct teaching and use of technology to differentiate learning (Tier 1).
- 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 CFA and iReady data for subgroups to target specific needs.
- SSTs will be held for low performing students to address any learning or social/emotional needs (Tier 2 and 3)
- RCAs will work with students experiencing social/emotional issues that may impact their learning (Tier 1).

Action 2

Title: Math instruction and Tiered supports

Action Details:

Teachers will continue to engage in professional learning to focus on pedagogy and learn instructional strategies and teaching practices that support good first teaching and acquisition the skills needed to reach the rigor and depth of the CCSS Math Standards while engaging students in the Mathematical Practices.

The whole staff will engage in Personalized Learning Initiative professional learning to engage students in blended learning and provide differentiation within Tier 1 instruction.

5th and 6th grade teachers will engage in Math Lesson Design professional learning and implementation.

Focus on PLC work: specifically looking to create Tier 1 and 2 supports for students based on specific learning targets, intervention by student by target.

Provide Tier 3 supports for students focused on prerequisite skills

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

Explain the Progress Monitoring and data used for this Action

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

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

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

Grades 5/6 Math Lesson Design PL and coaching cycles

Owner(s):

- Teachers
- Students
- PLC Team
- Coaches
- Admin

Timeline:

- Monthly coaching cycles
- Quarterly trainings
- Weekly/Biweekly Admin feedback

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

- Grades 5 and 6 teachers will engage in Math Lesson Design professional learning, coaching, sub release days, and classroom implementations to strengthen Tier 1 instruction.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around math grade level standards while incorporating

the mathematical practices.

- Supplemental Planning time will be given to plan instruction with GoMath curricular components, Common Core Companion, and additional resources to address math claims and targets.
- PLCs to develop CFAs (at least two per unit), CSAs, and identify instructional responses based on data. 3rd-6th will also utilize IABs to ensure rigor and depth of skills to meet standards on SBAC.
- 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.

-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.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around grade level standards.
- Before and/or after school tutoring will be offered through site and Library Grant funding. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate: ELs, Foster Youth, Homeless, and Special Education.
- 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 subgroup data to target specific needs.

Action 3

Title: Reading by Third Grade

Action Details:

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

K-3 Staff will engage in professional learning in early literacy strategies and reading foundational skills acquisition and application to support blended learning instruction and differentiation during Tier 1 and Tier 2.

Whole staff Personalized Learning Initiative professional learning to focus on pedagogy, incorporation of student voice and choice while utilizing direct teaching and technology to differentiate instruction.

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

Explain the Progress Monitoring and data used for this Action

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

Kindergarten, Foundational Skills Assessments 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-3rd 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):

- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology through whole school personalized learning initiative. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration (Tier 1).
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically support ELs with strategies and resources (Tier 1).
- Kinder-3rd grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS, which includes services from our certificated tutors (Tier 1).
- 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 Fellow to support designated English Language Learner instruction during MTSS instructional blocks.
- (1) Teaching Fellow to support foundational literacy skills in K-3.
- (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, monitors, 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
- 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.
- 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

Specify enhanced services for low-performing student groups:

- Library Tutoring funds will be used for targeted instructional support for low performing student groups (Tier 2).
- Blended Learning will address individual learning needs by using a combination of direct teaching and use of technology to differentiate learning (Tier 1).
- 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.
- Review iReady and CFA data for subgroups to target specific areas reading foundational skills.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750		37,011.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental materials and supplies for early literacy instruction. ** NO FOOD OR INCENTIVES **	1,506.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology to support classroom instruction	3,994.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology materials and supplies. Additional Actions G1A2, G1A3	5,006.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for Early learning assessments TK/K	3,842.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning time. Additional actions G1A2, G1A3	13,647.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,122.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning books	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	9,770.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities/Finest Falcon/Attendance Additional actions G3A1, G3A2	1,200.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Fellows to support literacy instruction.	19,638.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease	3,800.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,200.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Personalized Learning Initiative	14,700.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		10,657.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,496.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental materials and supplies to support EL instruction.	6,097.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Fellow to support EL instruction.	9,820.00
G1A1	One-Time School	Instruction	Teacher-Supp			Supplemental planning time	6,118.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub release time for SST/IEP/504 meetings: 2 subs x 15 days	4,917.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction. Additional actions include G1A1 and G1A3	5,020.00
G1A2	One-Time School	Instruction	Teacher-Subs			Sub release time for 5th/6th MLD and other professional learning Additional actions G1A1, G1A3	8,199.00
G1A2	One-Time School	Instruction	Mat & Supp			: Supplemental materials and supplies	892.00
G1A2	One-Time School	Instruction	Direct-Maint			Technology Maintenance Additional actions	2,000.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Direct-Maint			include G1A1 and G1A3	2 000 00

\$182,852.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	98 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Figarden offers a variety of activities for multiple grade levels to be involved:

- Science Olympiad
- Peach Blossom
- Coding
- Art Club
- Drama
- Choir V
- Lego
- Gardening
- All Sports
- Read Across America Week/Writing and poster contests V
- Red Ribbon Week V
- Winter Spirit Week V

X-Unfortunately most events were cancelled due to COVID restrictions. Those marked with a V above were conducted virtually

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

Student-centered real world learning experience - Site Defined

- This year we were unable to do many of these events due to COVID restrictions. However we were still able to start an E-Sports club, and hold virtual spirit weeks and contests. Being able to do these virtually helped us be able to overcome one of the disproportionately issues of students not being able to stay after school to attend these clubs. Once we are able to offer clubs in-person again we can also have them available virtually to allow participation from anywhere.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

COVID-19 restrictions did not allow all activities to take place. A few of the activities were able to take place virtually including E-Sports, Red Ribbon Week, Read Across America Week, Chorus, and Winter Spirit Week

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

All Goal 2 activities will resume once we are able to do so. Additionally we can add the virtual option for students who are unable to stay afterschool for 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:

- It was appreciated that there was a wide variety of virtual activities and hope they will continue in-person once they can.
- Appreciated the addition of the e-Sports as it excited students and gave them something to look forward to.
- Appreciated some events that still took place virtually such as the Red Ribbon Week, Spirit Week, Read Across America celebration of reading and contests, Winter Spirit dress up week.

2 ELAC:

- Continue Elective Wheel as it motivates students and gives them other things to look forward to.
- Would like to see Spanish electives offered.
- Appreciate multi-cultural event put on by PTA and hope it continues when back in person.

3 Staff:

- Would like to see more staff participating in offering clubs and activities.
- Exploring new ways to host virtual clubs and activities
- Resume arts, athletics, and activities when students return in person
- Continue elective wheel, but not have showcase.

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 meaningful work opportunities and the number of students participating in the jobs.

Monthly/bimonthly focus on Character Counts pillar with quarterly award recognition for students demonstrating outstanding character competencies.

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

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 2022

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

Student participation in Meaningful Work

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT Team
- TST Team
- Parents
- Admin

Timeline:

Monthly

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

Meaningful work resources (e.g., badges, incentives, etc.)

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.

Action 2

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 projects, and athletics.

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

Explain the Progress Monitoring and data used for this Action

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

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.
- Elective wheel in 6 to 8 week increments during quarters 2-4 to allow students to self-select classes based on interest (e.g., activities, arts, athletics, cultural, etc.)

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Supplemental classified support	508.00

\$508.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		17.29 %	2020-2021	15.29 %
Suspensions students with 1 or more		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Our chronic absentee rate this year is higher than previous years due to virtually learning. Despite reaching out to families through multiple means, phone calls, emails, home visits, virtual parent meetings, the rates continue to remain high. Once we return to in-person instruction we expect the rates to decrease.

Suspensions students with 1 or more

- With virtual instruction we have not had any formal suspensions. We have had one in-house suspension due to issues that have arisen with students speaking inappropriately via chats but all but one issue were all able to be resolved without formal suspension being necessary.
- Implementation of school-wide activities to promote character development through the pillars of Character Counts.
- Implementation of daily morning meetings utilizing the Second Step Curriculum to support students with conflict resolution and good decision making.
- Resource Counseling Assistants will build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.

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

Chronic Absenteeism

Due to virtual learning this year we have seen an increase in disproportionality with our African American and SPED subgroups despite many efforts. We have made phone calls and home visits to several families who still do not have their students log in to school for various reasons. Additionally we have attempted to, and provided, technology for families to ensure they are able to log in to instruction. Unfortunately we have several families who continue to state they have technology issues and do not log in their students. Our SPED students have also struggled with Distance Learning as technology is a trigger for behavior for many of them; therefore, families choose not to log their students in. Many of our students also did not return for instruction after lunch despite phone calls, emails, and messages going to parents.

Suspensions students with 1 or more

We have not had disproportionality this year. However, next school year we will implement the previous plan to ensure the disproportionality does not resume.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Virtual learning has caused a significant increase in the number of students not attending/logging-in for instruction. It has also greatly decreased the number of negative student interactions during school instructional time.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

When returning to in person instruction, we will follow the previous actions and explore additional strategies to re-engage students and families with consistent attendance.

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 with RCA support
- Continue with additional Psychologist day to support students with coming back to campus.
- Purchase additional SEL resources.
- Continue daily class meetings, student wellness checks, and personalized student communication.

2 ELAC:

Continue to fund 2 RCAs, additional Psychologist days.
Suggested to have 3 Teaching Fellows; one with EL focus and two with literacy focus
Continue Certificated tutor
Ensure vocabulary instruction
Ensure EL strategies and EL standards and scaffolds are being utilized in planning and instruction.

3 Staff:

- The staff is optimistic that attendance will increase once in-person learning resumes.
- Creating a positive culture and supporting specific students with the RCAs will help promote belonging and attendance as well as decreasing behavioral concerns
- CCT, Inclusion Team, ILT, and TST to review data, plan actions, implement actions, and refine based on data

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

-Hispanic

-2 or more

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.

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

- Tier 2 specialist and TST team will monitor Power BI data for the following sub-groups on a weekly basis.
 - African American
 - Students with Disabilities
 - Students with 2 or more

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.

-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.

Specify enhanced services for EL students:

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

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	1074722	28,143.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		13,039.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,105.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies to support social emotional Tier 1 and 2 instruction	1,200.00

\$53,487.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		78.5 %	2019-2020	85.5 %
Staff Survey – Overall Positive in Belonging Domain		68.1 %	2019-2020	80 %
Staff Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Overall Positive in Belonging Domain

Staff Survey – Overall Positive in Belonging Domain

There are not any specific actions for this goal in the current SPSA; however, since 2019 -2020 data showed only 68% of staff feeling welcomed and valued some specific actions were implemented this year. The Spring 2021 data for Staff shows 88% of staff are feeling valued and welcomed. This is a 20% increase from the previous year.

Student Survey - Caring adult

There are not any specific actions for this goal in the current SPSA; however, when analyzing the data over the past five years we noticed that when students have responded favorably in their survey to sense of belong, staff responses have not been so favorable. The data trend shows that the group that is feeling a higher sense of belonging has flip flopped every year. The goal of CCT and Inclusion Team this year was to get both groups to respond favorably to a sense of belonging. The Spring 2021 data shows student percentage has dropped to 67%. When analyzing data the drop appears to be attributed to the schedule change from Fall to Spring in Distance Learning where teachers have decreased their class meetings.

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

Staff Goal - Site Defined

Overall Positive in Belonging Domain

Staff Survey – Overall Positive in Belonging Domain

- PLC teams will meet every two weeks to review student work (common formative assessments) related to ELA, monitor assessments, and plan for instruction.
- Teachers will also utilize the Cycle of Continuous Improvement to analyze data from CFAs/IABs, SBAC and other forms of assessment during grade level collaboration and staff professional learning time in order to identify students in need of intervention and set goals.

Student Survey - Caring adult

- CCT and Inclusion Team meet monthly to review data and plan for additional opportunities for positive peer/staff interactions and positive staff to staff interactions.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This year has presented challenges in working within collaborative teams. PLCs and other teams have been forced to meet digitally instead of in-person. This creates different sets of issue and some staff has felt less connection due to the virtual meetings. However, it has also allowed for some flexibility with meeting times which has allowed us to have a whole staff meeting once per month and engage in whole staff professional learning on Trauma Informed Teaching Practices. Additionally, with the changes in instructional strategies this year the focus has been less on specific students support in PLC work and more focused on learning and adjusting instructional practices.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- For next year we will refocus the work of PLCs not only for teachers but for all staff members. The focus of the work will be around the four grounding questions of PLCs work(What do we want students to learn or be able to do? How will we know they have learned it? What will we do if they already know it? What will we do if they have learned it yet?). Each team's outcome will be around increasing enrichment and support for all students.
- CCT and Inclusion Team will continue to meet monthly to review data and plan inclusive whole staff activities.
- TST team will meet bi-weekly to discuss individual students and get them connected to RCAs and other adult support staff on campus.
- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels.
- Continue to provide professional learning around Cultural Proficiency for all staff.
- Increase recruitment of diverse parent participants for the School Site Council, PTA, and other school wide 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:

- Support staff and equip them to better support students.
- Continue to work with PTA on staff and community events

2 ELAC:

- Continue reaching out and connecting with families of EL students.
- Continue offering babysitting and translation services

3 Staff:

- Continue PL on improving PLC meetings and processes around data and planning
- Continue with SEL and Trauma informed practice PL for all staff
-

Action 1

Title: Recruitment and Retention of Staff

Action Details:

- Figarden Elementary will actively continue to recruit staff members that reflect the diversity of the Figarden community at all levels of the school's personnel.
- Maintain active and supportive Professional Learning Communities for teachers and all staff members focusing on supporting the unique assets and needs of the community.

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

Figarden's Student Population data is as follows:

- 6.8% of students are two or more races.
- .5% Filipino
- 20.2% White
- 10.6% African American
- .2% American Indian
- .7% Pacific Islander
- 8.1% Asian
- 53% Hispanic

Owner(s):

- Principal
- Vice-Principal
- Office Manager
- Teachers

Timeline:

6/22

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

Implementation of New Goal for 2021-2022 School Year:

- The Climate and Culture Team and Inclusion Team will continue to use staff survey data (Overall Positive in Belonging Domain) to guide school-wide initiatives and activities to improve the overall feeling of belonging of Figarden staff.
- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels.
- Continue to provide professional learning around Cultural Proficiency, SEL strategies, and Trauma Informed practices for all staff.
- Increase recruitment of diverse parent participants for the School Site Council, PTA, ELAC, etc.

Specify Professional Development or Staff Services to support EL students:

- Continue to provide professional learning around Cultural Proficiency, SEL, and Trauma Informed Practices for all staff.

Specify Professional Development or Staff Services to support low-performing student groups:

- Continue to provide professional learning around Cultural Proficiency, SEL, and Trauma Informed Practices for all staff.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		88.24 %	2019-2020	95.24 %
Parent Survey - Safe and secure		94 %	2019-2020	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.

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Parent Survey - Respected and welcomed

We continue to have a very high percentage of our families who feel respected and welcomed. We will continue the commitment to families and the community.

- Continue PL for Office staff in customer service and greeting of parents and community members.
- Continue to engage students and families in Goal 2 commitments with Arts, Athletics, and Activities.
- Continue to offer elective wheel for students and gain parent input into what electives they would like to see offered.
- Continue with PTA created events and encourage parent participation in school wide events, classrooms, and community events.

Parent Survey - Safe and secure

- We will continue to put structures and routines in place that contribute to the students' overall safety and well-being.
- CCT, TST, and Inclusion Teams will continue to review data and take into account parent input in the areas of student safety and security.

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

Family Goal - Site Defined

Parent Survey - Respected and welcomed

- Changes in office staff and office procedures have contributed to families feeling respected and welcomed.
- All staff have made commitment to follow up with families within 24 to 48 hours and have been diligent about doing so this year.
- Distance learning has allowed new options for parent communications

Parent Survey - Safe and secure

- Admin and teachers have been explicit and specific with student expectations during Distance Learning and returning to campus.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Implementation of New Goal for the 2021-2022 School year:

- Administration Team and Teachers will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Figarden will create parent workshops focused on topics aligned with supporting students in K-3 literacy and 4th-6th Grade Math.
- Parent Coffee Hours will be set up on a monthly basis with a variety of topics centered around engaging families in their students' education.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Implementation of New Goal for the 2021-2022 School year:

- Administration Team and Teachers will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Figarden will create parent workshops focused on topics aligned with supporting students in K-3 literacy and 4th-6th Grade Math.
- Parent Coffee Hours will be set up on a monthly basis with a variety of topics centered around engaging families in their students' education.
- Continued focus for all staff members on the importance of building relationships and trust with students and families.

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:

- Parents appreciate the teacher's focus on student and family well-being during distance learning.
- Hope that SEL activities, class meetings, and well-being check-ins continue when we return in person.
- Continue staff PL in SEL strategies and Trauma informed practices
- Continue use of all communication modes: email, PeachJar, School Messenger, Falcon Flyer, etc.

2 ELAC:

- Continue offering translation services.
- Add more Spanish speaking opportunities such as clubs, cultural events, etc.

3 Staff:

- Continue to focus on building parent/teacher relationships and trust.
- Collaborate with parents on student's success and challenges.
- Celebrate with parents the success of their students
- Continue all modes of communication
- Continue to offer virtual modes of parent connection and activities

Action 1

Title: Increase family engagement and inclusion opportunities

Action Details:

- Figarden will increase inclusive opportunities for families to engage in their students' education by providing additional resources and on-going communication with families, and increased opportunities for parents to get involved with classrooms and school wide events.
- Continue with Goal 2 activities, arts, athletics and encourage parents to get more involved in all events.
- Continue Elective wheel and get parent input into what they and their students would like to see offered.

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

- Parent Survey - Respected and Welcomed (Goal = 100%)
- Parent Survey - Safe and Secure (Goal = 100%)

Owner(s):

- Principal
- Vice Principal
- Office Staff
- Teachers

Timeline:

6/22

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

Implementation of New Goal for the 2021-2022 School year:

- Administration Team, Teachers, and Office Staff will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Create parent workshops focused on topics aligned with supporting students in K-3 literacy and 4th-6th Grade Math.
- Principal Coffee Hours will be set up on a monthly basis with a variety of topics centered around engaging families in their student's education.
- Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
- Continue weekly communication with families through Falcon Flyer, School Messenger, and Figarden Website.
- Host family events such as Back to School Night, Open House, and events organized and facilitated through the Figarden PTA.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Admin will work with support staff to reach out to families of EL students.
- Continue to provide translation services for flyers, meetings, etc.
- Ensure participation in providing input into the SPSA and other EL decisions.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Collaborate with families to support the unique needs of our student population.
- Collaborate with families to get their input on school wide events and activities.
- Continue to seek community input through virtual platforms when we return in person.
- Low performing and special needs students will be offered, encouraged, or recruited to participate in all arts, athletics, and activities. We feel that this fosters a positive connection to school and may motivate students to perform at higher levels.
- Purchase supplies and/or licenses to allow communication with families to go home in a variety of forms.
- Create virtual opportunities for students who may not be able to stay after school
- transportation when possible for students who are not able to participate due to transportation to events
- provide babysitting for families as needed to allow for parent participation

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare/Translating services for parent meetings	318.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent meetings and participation Additional actions include G1A1, G1A2, G1A3 ** NO FOOD OR INCENTIVES **	1,500.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental time for K-2 Music instruction and Inclusion Team contracts	8,979.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent meetings	500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Translation services for parent meetings.	207.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings and parent communications.	200.00

\$11,704.00

2021-2022 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		37,011.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental materials and supplies for early literacy instruction. ** NO FOOD OR INCENTIVES **	1,506.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology to support classroom instruction	3,994.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology materials and supplies. Additional Actions G1A2, G1A3	5,006.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub release time for Early learning assessments TK/K	3,842.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning time. Additional actions G1A2, G1A3	13,647.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,122.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Learning books	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	9,770.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: PBS Activities/Finest Falcon/Attendance Additional actions G3A1, G3A2	1,200.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Fellows to support literacy instruction.	19,638.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease	3,800.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,200.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Personalized Learning Initiative : Personalized Learning Initiative	14,700.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		10,657.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,496.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Supplemental materials and supplies to support EL instruction.	6,097.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Fellow to support EL instruction.	9,820.00
G1A1	One-Time School	Instruction	Teacher-Supp			Supplemental planning time	6,118.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub release time for SST/IEP/504 meetings: 2 subs x 15 days	4,917.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental materials and supplies to support instruction. Additional actions include G1A1 and G1A3	5,020.00
G1A2	One-Time School	Instruction	Teacher-Subs			Sub release time for 5th/6th MLD and other professional learning Additional actions G1A1, G1A3	8,199.00
G1A2	One-Time School	Instruction	Mat & Supp			: Supplemental materials and supplies	892.00
G1A2	One-Time School	Instruction	Direct-Maint			Technology Maintenance Additional actions include G1A1 and G1A3	2,000.00
G2A2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Supplemental classified support	508.00
G3A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	1074722	28,143.00
G3A1		Attendance & Social Work Services	Cls Sup-Reg		0.3750		12,000.00

G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	13,039.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	11,105.00
G3A1	One-Time School	Instruction	Mat & Supp		: Materials and supplies to support social emotional Tier 1 and 2 instruction	1,200.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp		Childcare/Translating services for parent meetings	318.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp		Parent meetings and participation Additional actions include G1A1, G1A2, G1A3 ** NO FOOD OR INCENTIVES **	1,500.00
G5A1	Sup & Conc	Instruction	Teacher-Supp		Supplemental time for K-2 Music instruction and Inclusion Team contracts	8,979.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp		Materials and supplies for parent meetings	500.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext		Translation services for parent meetings.	207.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp		Materials and supplies for parent meetings and parent communications.	200.00

\$248,551.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,335.00
Sup & Conc	7090	\$162,987.00
LCFF: EL	7091	\$17,820.00
One-Time School	7099	\$18,409.00
Grand Total		\$248,551.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$182,852.00
G2 - Expand student-centered and real-world learning experiences	\$508.00
G3 - Increase student engagement in their school and community	\$53,487.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,704.00
Grand Total	\$248,551.00