

Hidalgo Elementary

10621666105746

Principal's Name: Reynaldo Villalobos

Principal's Signature: 

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

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Reynaldo Villalobos	X				
2. Chairperson - Rosita Soriano				X	
3. Co-Chairperson - Noemi Rodriguez				X	
4. Secretary - Elizabeth Pantoya			X		
5. Dora Morales				X	
6. Yecenia Flores				X	
7. Maria Campos				X	
8. Maria Correa - Gonzalez		X			
9. Amalia Aguilar Carrillo		X			
10. Carmen Vuitonett		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: Hidalgo 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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Reynaldo Villalobos	<i>Reynaldo Villalobos</i>	3-16-17
SSC Chairperson	Rosita Soriano	<i>Rosita Soriano</i>	3/16/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Hidalgo - 0215

ON-SITE ALLOCATION

3010	Title I	\$55,969 *
7090	LCFF Supplemental & Concentration	\$189,272
7091	LCFF for English Learners	\$139,065
TOTAL 2017/18 ON-SITE ALLOCATION		\$384,306

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,051
Remaining Title I funds are at the discretion of the School Site Council	\$54,918
Total Title I Allocation	\$55,969

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	64/68	N/A ³	9.28%	16.16%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	43/68	N/A ³	10.37%	16.16%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	33/66	N/A ³	2.02%	24.14%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	57/68	0.00% ⁴	62.86%	62.47%	55.03%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	20/63	N/A ⁶	33.94%	44.21%	1.10%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	22/63	N/A ⁶	47.71%	61.05%	17.58%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	60/67	N/A ⁷	N/A ⁷	13.99%	16.70%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	54/67	N/A ⁸	N/A ⁸	17.12%	16.43%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	45/68	7.52%	19.01%	13.62%	5.99%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	46/68*	15.16%	20.26%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	37/68	39.16%	46.09%	42.56%	44.06%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	26/68	94.34%	95.08%	95.30%	95.20%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	33/69	17.21%	14.88%	15.06%	13.28%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	5/68	N/A ¹⁰	N/A ¹⁰	22.05%	26.17%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	57/69	10.48%	0.00%	0.40%	0.13%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	31/68	9.70%	8.15%	5.93%	7.26%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	49/68	0.00%	0.00%	0.13%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	56/67	9.31%	21.22%	21.87%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	38/68	N/A ¹³	N/A ¹³	70.62%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	38/69	N/A ¹³	N/A ¹³	64.41%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	26/68	N/A ¹³	N/A ¹³	60.26%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	7/68	N/A ¹³	N/A ¹³	76.22%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	24.14	30	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	44	50	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	14	20	
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	16	20	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Hidalgo will implement a balanced literacy program based on our Guaranteed Viable Curriculum in grades Pre K to 3, which focuses on identifying student gaps and strengths of the ELA State Standards. Teachers will include a dedicated instructional time to address foundational skills mastery during the ELA block to ensure students are reading on grade level. In grades K-3 an optional 40 minute foundational skills ELA deployment will be implemented to support all students in their identified needs. Teachers will implement guided reading to provide small group reading instruction. Peer observations, grade level planning and common core unit development will take place during the week.

Grades 4-6 Literacy program, ELA Lessons will be focused on essential reading standards with high culture of learning, expectations, quality of text, questions and tasks that integrate thinking, reading, writing, speaking and listening. Teachers will provide instruction during all content areas using close reading strategies or routines, and deconstruction of standards to improve students' reading comprehension skills. Teachers will integrate foundational reading skills to develop fluency, comprehension and writing to ensure that all students are reading at grade level. Teachers in grades 3-6 will assess their students quarterly using the Wonders assessments and will analyze the scores to differentiate instruction. Third to fifth grade teachers will teach foundational skills lessons based on students' needs for a minimum of 30 minutes daily. Peer observations, grade level planning and common core unit development will take place during the week.

SMART Goals

By June 2018, the percentage of 3rd grade students who are reading on grade level will increase 6% from 24 % to 30% as measured by the SQII data. (3169).

By June 2018, the number of students scoring Standard Met/ Exceeded on the ELA SBAC will increase 9 from 16% to 25% as measured by the 2018 SBAC.(3165)

By June 2018, the number of students scoring Standard Not Met/ Standard Nearly Met on the ELA SBAC will decrease 10% from 84% to 74% as measured by the 2018 SBAC.(6142)

By June 2018 KAIG– Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment will increase from 44% to 60% as measured by KAIG Assessment.

By June 2018 Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment will increase from 14% to 20% as measured by the Common Formative Assessment.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

Utilize an ELA Progress Monitoring Collection Tool that includes the following data: BAS, DRP, Fluency, SBAC, ELD progress status and Illuminate Common Formative Benchmark Assessments. (ATLAS)

Owner(s):

K-6 Teachers

Timeline:

Quarterly

Number and percentage of 1st grade students who demonstrated growth, remained the same and declined on the most recent BAS after each administration.

1st grade Teachers,
Principal, Vice Principal

Quarterly

SQII data on number and percentage of students scoring at/above moderately below and significantly below State Reading level on the DRP.

Teachers

Quarterly

AC Data Chats

Teachers, Principal, Vice Principal

Twice a year

Analyze trends on Reading Wonders Diagnostic, BAS, DRP, fluency and CELDT data.

1st-3rd grade ACs, Intervention Teacher

Quarterly

Analyze common assignments, formative common assessments, and District ELA Illuminate Interim assessments.

Teachers

Weekly

Grade Level Walkthroughs, Observation, Feedback

Principal, Vice Principal
Teachers

Twice a Month

Daily Progress Monitoring, Walkthroughs, Feedback

Principal, Vice Principal
Teachers

Daily

SQII data on number and percentage of students scoring Standard Not Met/ Standard Nearly Met/ Standard Met or Standard Exceeded on the ELA SBAC.

3-6 Teachers, Principal, Vice Principal

Quarterly

Each grade level will create and implement common formative assessments using the Illuminate On-line System and or Wonders assessment.

1-6 teachers, Principal, Vice Principal

Monthly

During AC's, analyze trends using the following data to inform instruction: DRP, Wonder diagnostics, common assignments, formative common assessments, and District ELA Illuminate Interim assessments.

Teachers, Principal, Vice Principal

Weekly

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

Incoming kindergarten parents will be invited to a Kindergarten Readiness Workshop prior to summer break.

Each teacher will review each student's reading levels, goals, and scores at the fall parent conference.

Ongoing communication between the classroom teacher and parents to keep parents apprised of current levels and students' progress.

Parent involvement will be addressed through Back-to-School, Open House, Parent Conferences, and special events throughout the year (such as Parent Appreciation Luncheon).

Communication with parents and guardians on grades, attendance, behavior, and positive reinforcement will be addressed through, phone calls, both automated and personal, and/or home visits.

Flyers, newsletters, Edutext, Parent Portal, Hidalgo Website and School Messenger system will be used to notify families of school wide activities.

Parent literacy workshops provided by the site, Parent University and other organizations.

Describe Related Professional Learning:

Ongoing Professional Learning opportunities to refine the implementation of:

- Instructional Practice Guide (IPG) to increase instruction toward the tenets
- ELA/ELD Framework
- Close Reading Strategies in all subject areas
- Integrated and Designated ELD Instruction in all subject areas.
- Complex text, talk, task, and increasing the rigor of lessons.
- Utilization of Guaranteed Viable Curriculum.
- Align lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.
- Guided reading content and strategies
- Coaching provided by district Instructional Coach, when available.

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

- Three .4375 FTE Teaching Fellows to provide support in primary RTI Program in reading. Teaching fellows will provide a push-in small group instruction to identified students to improve foundational reading skills. Tutors have been effective improving students BAS scores 2 to 3 levels during the year.
- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide support to students in grades K-6 during a 40 minute weekly block of time for digital literacy lessons. A mobile computer lab utilizing software addressing digital technology in reading, writing and math will be used. The RT will also perform other duties, as assigned, such as testing, coaching and professional development.(District Provided - Designated)
- Teachers will provide differentiated classroom instruction, aligned to the State Standards in all subject areas, driven by the ELA/ELD Framework.
- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using wonders works intervention program and guided reading strategies. Intervention teacher will supervise, coordinate, plan and provide professional development to the Teaching Fellow. Data collection and analysis will be shared with AC teams.
- In grades K-3 an optional 40 minute foundational skills ELA deployment will be implemented to support all students in their identified needs.
- Provide funds for substitutes so that teachers may attend professional learning opportunities as a grade level, site and as a McLane Region.
- Purchase Wonders Works Intervention program
- Supplemental Pay Contracts for teacher and classified staff to provide after school tutoring.
- Supplemental Pay Contracts for teacher for tutoring, student support and additional meetings
- Classroom materials and supplies – including notebooks, paper, pencils, dry erase markers, crayons, and other associated items to support reading instruction and reading intervention program needs will be purchased.
- Additional time (.125 FTE) will be provided to the Library Tech to maintain records and materials to support student learning.
- Books for classroom libraries, leveled readers, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase online software to support the individual needs of students to improve reading skills and comprehension.
- Technology, such as tablets, projectors, document cameras, poster paper, printers, copiers, replacement cartridges, speakers, and other technologies to support the students in reading will be purchased as needed. Hardware and software to support student reading and assessment program will be purchased as needed.
- Two district provided aides will provide extra support to students in the Kindergarten classes.
- Provide subs for teachers to administer Reading Wonders Diagnostic and BAS assessments.
- Purchase supplemental materials, and training as needed to support the literacy program.

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

- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using specifically designed lessons to address identified students' needs.
- ACs will analyze data from the common assignments, common formative assessments, DRP, Illuminate assessments, and CELDT to improve student achievement.
- Identified EL students will be provided support through ELD deployments and utilization of the ELD standards. Teachers will develop unit plans that address the ELD standards.
- A Bilingual Early Exit program that meets requirements will be offered for grades K-3.
- A Bilingual program will be offered at all grade levels that meet waiver requirements.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- Purchase site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.
- Supplemental pay contracts will be provided for babysitting, interpreters, translating for school events and meetings.

- Students will have access to online learning for 2 to 3 hours a week with the use of a mobile computer lab. Digital Literacy lessons will be provided by TSA or classroom teacher with the content of the subject matter.
- Purchase A-Z Reading on-line subscription for digital access leveled readers. Students will be able to access leveled books online to practice their reading skills and teachers can print out books for students to take home.

Hidalgo Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.2950		Position to be the Intervention Specialist.	\$	32,697.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Elementary	0.7050		Position to be the Intervention Specialist.	\$	78,141.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Technician, Libr Media- Elem	0.1250			\$	7,433.00
1	1	Sup & Conc	Instruction	Instr Aide-Extra Time Salaries				Also applies to Actions 2, 3, 5, and 6.	\$	523.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs. Also applies to Action 2, 3, 4, 5	\$	2,325.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Applies to Action 2, Action 3 and Action 6.	\$	2,368.00
1	1	Title 1 Basic	Instruction	Instr Aide-Supplemental				Also applies to Actions 2, 3, 5 and 6	\$	2,411.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Also applies to actions 2 and 3. Inst. Supplies	\$	12,263.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Can also apply to actions 2, 3 and 7.	\$	1,000.00
1	1	LCFF: EL	Instruction	Books & Other Reference				Can also apply to action 2 and 7. WonderWorks/Imagine Learning	\$	4,877.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Also applies to action 2 and 7. Imagine Learning/WonderWorks	\$	5,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Also applies to actions 2 and 3. Inst. Supplies	\$	14,311.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				Can also apply to action 2, 3 and 7. tech	\$	6,810.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Can also apply to actions 2, 3, 6 and 7. tech	\$	14,000.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Also applies to actions 2 and 3. Instructional supplies	\$	10,061.00
1	1	Sup & Conc	Instruction	Copier Maintenance				Also applies to action 2. Copier maintenance.	\$	3,000.00
1	1	LCFF: EL	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Can also apply to action 2. Teaching Fellows split funded.	\$	16,500.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Can also apply to action 2. Teaching Fellows split funded.	\$	16,500.00
1	1	LCFF: EL	Instruction	Direct-Other (Dr)				Also applies to action 2. CELDT assessors	\$	6,500.00
Total									\$	236,720.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	16.1	25	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Hidalgo will provide a balanced literacy program with rigorous expectations in ELA based on the guaranteed viable curriculum. Lessons will be focused on essential reading standards with high culture of learning, expectations, quality of text, questions and tasks that integrate thinking, reading, writing, speaking and listening. Teachers will provide instruction during all content areas using close reading strategies or routines, and deconstruction of standards to improve students' reading comprehension skills. Teachers will integrate foundational reading skills to develop fluency, comprehension and writing to ensure that all students are reading at grade level. Teachers in grades 3-6 will assess their students quarterly using the Wonders assessments and will analyze the scores to differentiate instruction. Third to fifth grade teachers will teach foundational skills lessons based on students' needs for a minimum of 30 minutes daily. Peer observations, grade level planning and common core unit development will take place during the week.

SMART Goals

By June 2018, the number of students scoring Standard Met/ Exceeded on the ELA SBAC will increase 9 from 16% to 25% as measured by the 2018 SBAC.(3165)

By June 2018, the number of students scoring Standard Not Met/ Standard Nearly Met on the ELA SBAC will decrease 10% from 84% to 74% as measured by the 2018 SBAC.(6142)

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

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

Utilize an ELA Progress Monitoring Collection Tool that includes the following data: SBAC, DRP, ELD progress status and Illuminate assessments.

Owner(s):

3-6 Teachers

Timeline:

Quarterly

SQII data on number and percentage of students scoring Standard Not Met/ Standard Nearly Met/ Standard Met or Standard Exceeded on the ELA SBAC.

3-6 Teachers, Administrators

Review Quarterly

SQII data number and percentage of students scoring at/above moderately below and significantly below State Reading level on the DRP.

3-6 Teachers, Administrators

Quarterly

AC Data Chats

3-6 Teachers, Administrators

Quarterly

Each grade level will create and implement common formative assessments using the Illuminate On-line System and or Wonders assessment.

Grades 3-6 Teachers

Every 3-4 weeks

During AC's, analyze trends using the following data to inform instruction: DRP, Wonder diagnostics, common assignments, formative common assessments, and District ELA Illuminate Interim assessments.

3-6 Teachers

Monthly/Quarterly

Grade Level Walkthroughs, Observation, Feedback utilizing the IPG collection tool.

Principal, Vice Principal, Teachers

2 times a month

Daily Progress Monitoring, Walkthroughs, Feedback utilizing the IPG collection tool.

Principal, Vice Principal, Teachers

Daily

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

Parent involvement will be addressed through Back-to-School, Open House, Parent Conferences, and special events throughout the year (such as Parent Appreciation Luncheon).

Describe Related Professional Learning:

Ongoing Professional Learning opportunities to refine the implementation of:

Communication with parents and guardians on grades, attendance, behavior, and positive reinforcement will be addressed through, phone calls, both automated and personal, and/or home visits.

Flyers, newsletters, Edutext, Parent Portal, Hidalgo Website and School Messenger system will be used to notify families of school wide activities.

Parent literacy workshops provided by the site, Parent University and other organizations.

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

- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide support to students in grades K-6 during a 40 minute weekly block of time. A mobile computer lab utilizing software addressing digital technology in reading, writing and math will be used. The RT will also perform other duties as assigned such as coaching and providing professional development. (District Provide)
- Teachers will provide differentiated classroom instruction, aligned to the State Standards in all subject areas, driven by the ELA/ELD Framework.
- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using specifically designed lessons to address the needs of identified students.
- Provide funds for substitutes so that teachers may attend professional learning opportunities as a grade level, site and as McLane Region.
- Supplemental Pay Contracts for teacher for tutoring, student support and additional meetings.
- Classroom materials and supplies – including notebooks, paper, pencils, dry erase markers, crayons, and other associated items to support reading instruction and reading intervention program needs will be purchased.
- Books for classroom libraries, book sets for implementing unit plans, student access to rigorous books and materials will be purchased as needed.
- Purchase online software to support the individual needs of students to improve reading skills and comprehension.

- ELA/ELD Framework
- Instructional Practice Guide (IPG) to increase instruction toward the tenets
- Close Reading Strategies in all subject areas
- Integrated and Designated ELD Instruction in all subject areas.
- Complex text, talk, task, and increasing the rigor of lessons.
- Guaranteed Viable Curriculum
- Align lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.
- Coaching provided by district Instructional Coach, when available.

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

- A 1.0 FTE certificated Intervention Teacher will provide an Literacy Intervention program using the Wonder Works program to the identified Tier 3 students.

- Technology, such as tablets, projectors, document cameras, poster paper, printers, copiers, replacement cartridges, speakers and other technologies to support the students in reading will be purchased as needed. Hardware and software to support student reading and assessment program will be purchased as needed. Equipment repairs, maintenance, and copier lease will be budgeted to maintain equipment.
- Purchase supplemental materials, and training as needed to support the literacy program.
- Students will have access to online learning for 2 to 3 hours a week.
- Purchase A-Z online reading subscription service.

Hidalgo Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Also can apply to action 1 and 5. Direct maintenance	\$	500.00
Total									\$	500.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	16	25	Other - Please specify within action
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16	25	
3752 - Students scoring maximum on the KAIG in Math	61	70	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Teachers will provide math instruction to students that is high in rigor, conceptual understanding, procedural skill, application, coherence and fluency. Teachers will utilize the district Go Math curriculum and other supports to teach to the standards with depth and understanding. Staff will utilize formative assessments to monitor the progress of students' performance toward meeting grade level standards.

SMART Goals

By June 2018, the percentage of students scoring Standard Met or Standard Exceeded will increase 9% from 16% to 25% as measured by the 2018 Math SBAC scores.(3166)

By June 2018, the percentage of students scoring Standard Met or Standard Exceeded will increase 9% from 16% to 25% as measured by Interim CFA math. (6258)

By June 2018, the percentage of students mastering all of the math on KAIG will increase 9% from 61% to 70% as measured by the 2018 Math KAIG scores (3752)

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

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

Utilize a Math Progress Monitoring Collection Tool that includes the following data: SBAC, Interim Assessments,

Analyze SQII data number and percentage of students scoring Standard Met, Standard Exceeded, Nearly Met, and Not Met on Math SBAC

Analyze SQII data number and percentage of students scoring Standard Met, Standard Exceeded, Nearly Met, and Not Met on Math Interim

KAIG Math Summary

AC Data Chats

During ACs, analyze trends using the following data to inform instruction: common assignments, formative common assessments, Interim Illuminate Math assessments and

Grade Level Walkthrough, Observation, and Feedback utilizing the IPG collection tool

Daily Progress Monitoring, Walkthroughs, Feedback Utilizing the IPG collection tool.

Owner(s):

Teachers, Principal, Vice Principal

Lead Teacher, Principal, Vice Principal Teachers

Principal, Vice Principal

K Teachers, Principal, Vice Principal

Principal, Vice Principal, Teachers

Principal, Vice Principal, Teachers

Principal, Vice Principal, Teachers

Principal, Vice Principal, Teachers

Timeline:

Quarterly

Yearly

Quarterly

Quarterly

Monthly

Monthly

Twice a Month

Daily

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

Parent University Classes Parent Math workshops Newsletters Teachers will review students' math progress and grades during parent/teacher conferences. Title 1, SSC, and ELAC Meetings will be held to keep parents informed on various topics.

Describe Related Professional Learning:

District and site provided math common core training with use of Instructional Coaches. Topics: Fluency, content strategies, coherence and math literacy.

Formative assessment creation and analysis training.

Continuous training on deconstruction of the math standards and how to create and teach lessons with application to the real world.

Math Common Core Companion book

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

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

- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide instruction for students in grades K-6 with a 40 minute weekly block time with use of a mobile computer lab utilizing software that addresses digital technology for reading, writing and math. The RT will also perform other duties as assigned..
- Implementation of Go Math as the core curriculum and supplemental materials to support teaching of math standards.

- Teachers will provide differentiated classroom instruction that is aligned to the Math State Standards.
- Purchase yearly site license of IXL.com to supplement on-line learning of math. (vendor)
- Purchase professional learning books for staff.
- Students will spend two to three hours a week focused on online learning to develop math skills aligned to meeting grade level standards. Students will utilize the iXL math program that is standards and grade level based. Awards and incentives for students will be provided to improve their math skills. Teachers and Administrators will monitor the progress.
- Purchase classroom computers to increase usage of technology. Lessons focused on technology standards will be taught by classroom teachers.
- Provide sub release time for classroom visitation.

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95	97	Other - Please specify within action
5942 - Chronic absenteeism rate	14	10	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Hidalgo will monitor daily attendance of all the classrooms with a specific focus on grades TK-2. Attendance Clerk, Office Manager, CWAS and administration will monitor teachers taking attendance. Daily review of the list of students absent as reported by the school messenger report will be reviewed by the principal. Parent conferences/home visits will be conducted of students that have more than 10 days of absences. Principal/VP will make home visits to parents that he/she have not been able to contact via phone or letter regarding their attendance. Provide incentives to students to improve attendance (including quarterly raffles for perfect attendance). Encourage Chronic and Manageable absent students to attend school every day. Students will be recognized for improved attendance.

SMART Goals

By June 2018, the percentage of students who are chronically absent (attendance rate of 90% or less) will decrease 4% from 14% to 10% as measured by the SQII data.(5942)

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
ATLAS attendance report. School Messenger Attendance report	Office Manager, Office Assistant, CWAS, Admin	Daily
Chronic Absence report	CWAS, Principal, VP	Weekly
Review SQII attendance indicators.	CWAS, Principal, VP	Weekly
Review the SQII data of number and percentage of absences with no reason code entered within 48 hours	CWAS, Principal, VP	Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I): _____ Describe Related Professional Learning: _____

Parent/Teacher Communication will be done by these processes:

- School Messenger
- Monthly Newsletter
- School Site Council/ELAC/Parent University
- Parent/Teacher Conferences
- SSTs
- Home Visits
- Parent attendance meetings for students that are classified as Chronic or Severe will be held.
- A District provided Child Welfare & Attendance Specialist will provide counseling and build relationships with the parents of students demonstrating poor attendance.
- One .4375 FTE Home School Liaison will contact Spanish speaking parents and do home visits, as necessary to promote positive attendance.
- One .4375 FTE office assistant will contact parents and do home visits, as necessary to promote positive attendance.
- Attendance will be discussed with parents during Parent/Teacher Conferences and SST Meetings.

Teachers will receive professional development in the following areas:

- Bully Prevention
- Class Meetings
- Restorative Practices
- Building relationships with students.
- Safe and Civil CHAMPS strategies
- Goal 2 Activities

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

- One .4375 FTE Home School Liaison will contact Spanish speaking parents and do home visits, as necessary to promote positive attendance.
- One .4375 FTE office assistant will contact parents and do home visits, as necessary to promote positive attendance.'
- A Substitute for the Safe and Civil Team to meet and plan will be available as funds allow.
- Counseling Services will be provided to identified students by an outside agency.
- Incentives such a rewards, certificates and prizes will be purchased for students with perfect attendance.
- Perfect attendance awards will be given to classes that have colored in all of the letters on the ATTENDANCE sign.
- Awards will be given to students that have improved their attendance percentage over a 3 month period.
- Purchase an additional .50 FTE for additional hours of the district provided Child Welfare & Attendance Specialist. The CWAS will provide counseling and build relationships with the students demonstrating poor attendance.
- Vendor Oriental Treating to purchase awards and incentives for students.

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

- Provide a .4375 FTE Home School Liaison to communicate with families.
- Child Welfare & Attendance Specialist. The CWAS will provide counseling and build relationships with the students demonstrating poor attendance.

Hidalgo Budgeted Expenditures

Actior	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Reg	Assistant, School Office	0.4375			\$ 11,653.00
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 12,563.00
4	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd II	0.5000		CWA-Hidalgo 0.50 FTE District/0.50 FTE Site	\$ 34,551.00
Total									\$ 58,767.00

Action # 5

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	3.7	2	On-Site Counseling/FPU

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

Hidalgo will provide a safe, nurturing and anti-bully environment to all students with these actions:

- Safe and Civil schools program and CHAMPS strategies will be implemented school wide, inside and outside the classroom.
- Teachers will submit Classroom Discipline Plans based on the CHAMPS protocol.
- The ATLAS behavior system will be utilized to document students' positive and negative behaviors.
- Safe and Civil Team will meet monthly to review progress of bully prevention and Safe and Civil strategies.
- Weekly Class meetings conducted every first day of the week.
- Restorative practices strategies will be implemented school wide
- Subs will be provided to release teachers to participate in Student Study Team meetings, classroom observations or specific class meetings.
- Teachers, with the support of administrators, will develop a Function-Based Intervention for students who chronically misbehave.

SMART Goals

By June 2018, the percentage of TK-12 grade students with out of school suspensions will decrease from 3.7 to 2 suspensions per 100 as measured by the SQII data 843.

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

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

The percent of students replying agree/strongly agree (positive) to questions regarding expectations and relationships with adults on campus on the student school climate survey will be analyzed.

Teachers will submit Classroom Discipline Plans based on the CHAMPS protocol at the beginning of the year and reviewed mid-year.

Safe and Civil Team meets a minimum of once a month and reviews the data of suspension, misbehaviors and Tier 3 students to develop action plans for professional learning/coaching.

Class meetings verification forms will be turned in quarterly.

Review and analyze the SQII suspension indicators of number and percentage of students with 1 or more On-Campus suspension incidents.

ATLAS misbehaviors report Number of referrals to office by teacher will be monitored.

Number of referrals in office by teacher will be monitored

Class meeting information with dates and topics will be turned into site administration by each teacher.

Owner(s):

Teachers, Principal, Vice Principal.

Safe and Civil Team/ Principal

Safe and Civil Team Vice Principal / Principal

Principal

Safe and Civil Team, Principal, Vice Principal

Safe and Civil Team, Principal, Vice Principal

Principal, Vice Principal

Safe and Civil Team, Principal, Vice Principal

Timeline:

Yearly

Once a Year

Monthly

Quarterly

Monthly

Weekly

Monthly

Monthly

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

Describe Related Professional Learning:

- Student Study Teams will provide parents, teachers and students with information and support services available.
- Restorative Practice counselor will provide parent workshops on parenting using restorative practices.

- OLWEUS Bullying Prevention Program lessons will be provided by the Safe and Civil Team.
- Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by the Safe and Civil Team.
- Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Safe and Civil Team.

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

- A District Provided Restorative Practice Counselor two days a week.
- 1.0 FTE 6.5 hour Resource Counseling Assistant will provide support and assistance to students needing attitudinal individualized support in behavior modification. Provides restorative practice circles and coping strategies to perform well in the classroom.
- All students will be encouraged to participate in a broad range of arts, activities and athletics, including: Clubs focused on leadership, art, music, dance, culture, drama and social events. Supplemental pay contracts will be provided to teachers and extra pay contracts for paraprofessionals to instruct and supervise students in these activities.
- Supplemental pay contracts will be provided to certificated and paraprofessionals to fund the extended day.
- Intramural and organized athletic teams and activities will be made available pending volunteers.
- Monthly Character Counts traits will be highlighted with "We Care Wednesdays" to promote a Character Counts trait.
- Teachers will provide regular positive reinforcement including reward tickets, specific praise, and group rewards. Admin will provide support through noontime recognition and quarterly assemblies.
- Bully prevention lessons will be taught during weekly class meetings. Tier II supports include:
- Principal and Vice Principal will provide behavioral support to struggling students through counseling as time permits.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.
- At-risk students will be referred to after-school programs and organized activities.
- Student Study Teams will provide parents, teachers and students with information and support services.
- Substitutes will be provided to release teacher for SST meetings.

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

- 1.0 FTE 6.5 hour Resource Counseling Assistant will provide support and assistance to students needing attitudinal individualized support in behavior modification. Provides restorative practice circles and coping strategies to perform well in the classroom.
- A District Provided Restorative Practice Counselor two days a week.

- School psychologist will consult with both teachers and administrative team to provide input on behavior structures for Tier III intensive students.
- Level II and III Behavior Support Plans will be developed for students who continue to struggle with inappropriate behaviors.

Hidalgo Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000		Applies also to Action 6	\$ 49,495.00
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			On-Site Counseling/FPU	Also applies to actions 4 and 6. On Site Counseling split funded.	\$ 30,500.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				REA evaluation fee for counseling contract	\$ 610.00
Total									\$ 80,605.00

Action # 6

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

School Quality Review

SQLI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	21	41	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Hidalgo will implement and encourage developing and building relationships with students to demonstrate there is an adult that really cares about the child. Students will participate in bimonthly elective activities provided by staff members to engage students and to provide opportunities for students and staff to build positive relationships. Teachers will also hold weekly class meetings (a minimum of 30 minutes) on the first day of each week, where a variety of topics will be discussed to ensure that students feel safe at school. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1). All students will be encouraged to participate in a broad range of arts, activities and athletics including: Clubs focused on leadership, art, music, dance, culture, drama and social events. Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on the Student Council, Peach Blossom, Spelling Bee, and other activities.

SMART Goals

By June 2018, the percentage of unique students who are engaged in any Goal 2 activities will increase 20% from 21% to 41% as measured by the SQLI data. (2080)

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

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

Administrators will conduct walk-throughs during class meetings and the bimonthly elective activities focusing on student engagement.

Review and analyze SQII data of:

- Number and percentage of students that responded 'Most of the time' or 'All of the time' to "There is a teacher or some other adult who really cares about me?"
- Number and percentage of parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school"
- Number and percentage of students that responded 'Most of the time' or 'All of the time' to "I feel like I am part of this school?"

Owner(s):

Teachers, Safe and Civil Team, Principal, Vice Principal

Principal/Vice Principal

Principal/Vice Principal

Lead Teachers, Principal, Vice Principal

Timeline:

Monthly

Quarterly

Quarterly

Quarterly

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

- School Messenger
- Parent/Teacher Conferences
- Monthly Newsletter
- Monthly Coffee Hour
- SSC/Title 1/ELAC Meetings
- Parent University Classes

Describe Related Professional Learning:

- Professional Learning on CHAMPS with a focus on building relationships with students and providing interventions for students who chronically misbehave.
- Safe and Civil Team training on class meetings and circle processes.

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

- Student opportunities such as field trips and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
- Materials and supplies to support student engagement will be purchased including materials from the graphics department.
- Incentives, awards, and student recognition for a variety of accomplishments in class and school wide will be purchased.

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

CWAS will provide Boys to Men and Girl Power groups to build relationships with student and making good decisions.

K-Kids Community Service Club on campus that works closely with the East Fresno Kiwanis Club to have student volunteers and perform community service.

Hidalgo Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation	\$ 1,800.00
6	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Also applies to actions 5 and 7. Graphics	\$ 500.00
6	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Fun Works	Fun Works Assemblies	\$ 750.00
								Total	\$ 3,050.00

Action # 7

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2358 - EL's not advancing at least one proficiency level in Re-designation	10	15	
917 - EL's Re-designated	10	20	Imagine Learning
863 - EL's attaining English proficiency in less than five years	10	20	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Teachers will provide designated ELD instruction through the use of a deployment model in grades 1-6. Students will be deployed by grade and levels for 30 to 40 minutes each day to meet the needs of the students. During integrated and designated ELD, teachers will utilize guaranteed viable curriculum ELD components and the ELD standards framework in planning for the language needs of their students. ACs will utilize student work and assessments to guide both integrated and designated ELD instruction/planning/placement. Teachers will conduct CELDT chats with EL students utilizing the Redesignation Goal Setting Report.

SMART Goals

By June 2017, the percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments will increase 10% from 49% to 59% as measured by the SQII data.

By June 2017, the percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year will increase 10% from 42% to 52% as measured by the SQII data.

By June 2017, the percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria will increase 10% from 28% to 38% as measured by the SQII data. (McLane Regional Goal)

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

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

Owner(s):

Timeline:

- Administrators and teachers will analyze the EL Redesignation Goal Setting Tool.

- Review and analyze the SQII indicators on:

- Number of English Learner students who demonstrated growth, remained flat, declined on the most recent CELDT.

- Number and percentage of English Learner students redesignated (current progress).

- Number and percentage of English Learner students continuously enrolled for 5 years or more

- Number and percentage of English Learner students not advancing at least one proficiency level.

- Number and percentage of English learner 1st grade students scoring below level G on the most recent BAS assessment.

- Number and percentage of English Learner 2nd-12th grade students scoring moderately or significantly below on the most recent DRP assessment Administrators meet with teachers to conduct individual data chats including EL Goal Setting Report, and DRP/BAS results.

- ACs will progress monitor EL's utilizing student work samples, CELDT, BAS/DRP, KAIG, CFA's and other school-wide assessments.

Teachers, Principal, Vice Principal

Quarterly

Lead Teachers, Principal, Vice Principal

Quarterly

Lead Teachers, Principal, Vice Principal

Quarterly

Lead Teachers, Principal, Vice Principal

Semester

Teachers, Principal, Vice-Principal

Quarterly

Teachers, Principal, Vice-Principal

Quarterly

Teachers, Principal, Vice Principal

Quarterly

Lead Teachers, AC's

Quarterly

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

Describe Related Professional Learning:

Topics such as redesignation and CELDT/BAS/DRP results will be shared at:

Professional Learning will be provided in the following areas:

- Parent/Teacher conferences
- ELAC meetings
- SSC Meetings
- Parent classes

- Integrating ELD State Standards within all content areas.

- Scaffolding academic language and its uses within State Standards during integrated ELD.

- Supplemental pay contracts will be provided for babysitting, interpreters, translating for school events and meetings.
- Supplies and materials for parent meetings will be purchased as needed.
- Parent volunteers to be recognized during the year.

- Building capacity with ELA/ELD Frameworks and cross-disciplinary capacity in language and literacy.

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

- CELDT Assessors will be provided to administer CELDT.
- Purchase technology, software, hardware, books, workbooks, materials and supplies to support English Language Development to supplement ELD and integrated ELD instruction.
- Supplies and materials for parent meetings will be purchased as needed.
- Supplemental pay contracts will be provided for babysitting, interpreters, translating for school events and meetings.
- Purchase site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.

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

- A Bilingual Early Exit program that meets requirements will be offered for grades K-3.
- A Bilingual program will be offered at all grade levels that meet waiver requirements.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- A 1.0 FTE certificated Intervention Teacher will provide an Early Literacy Intervention program using a differentiated learning program to identified students.
- Purchase site licenses to implement the Imagine Learning reading program for selected EL students. Imagine Learning is an online program in which Spanish speaking EL's receive instructions and practice in speaking English.
- CELDT Assessors will be provided to administer CELDT.
- Supplemental pay contracts will be provided for babysitting, interpreters, translating for school events and meetings.

Hidalgo Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
7	2	LCFF: EL	Parent Participation	Classified Support-Extra Time				Also applies to actions 6	\$	1,048.00	
7	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Also applies to actions 5 and 6. Babysitters/Interpreters	\$	2,565.00	
7	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				parent involvement. Babysitters/Intpreters	\$	1,051.00	
Total									\$	4,664.00	

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0215 Hidalgo Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs. Also applies to Action 2, 3, 4, 5	2,325.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Applies to Action 2, Action 3 and Action 6.	2,368.00
1	1	Title 1 Basic	Instruction	Ins Aide-Sup			Also applies to Actions 2, 3, 5 and 6	2,411.00
1	1	Title 1 Basic	Instruction	Bks & Ref			Can also apply to actions 2, 3 and 7.	1,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Also applies to actions 2 and 3. Inst. Supplies	12,263.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.295	Position to be the Intervention Specialist.	32,697.00
1	1	Sup & Conc	Instruction	Ins Aide-Ext			Also applies to Actions 2, 3, 5, and 6.	523.00
1	1	Sup & Conc	Instruction	Bks & Ref			Also applies to action 2 and 7. Imagine Learning/WonderWorks	5,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Also applies to actions 2 and 3. Inst. Supplies	14,311.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Can also apply to actions 2, 3, 6 and 7. tech	14,000.00
1	1	Sup & Conc	Instruction	Copier Maint			Also applies to action 2. Copier maintenance.	3,000.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Can also apply to action 2. Teaching Fellows split funded.	16,500.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Technician, Libr Media-Elem	0.125		7,433.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.705	Position to be the Intervention Specialist.	78,141.00
1	1	LCFF: EL	Instruction	Bks & Ref			Can also apply to action 2 and 7. WonderWorks/Imagine Learning	4,877.00
1	1	LCFF: EL	Instruction	Mat & Supp			Also applies to actions 2 and 3. Instructional supplies	10,061.00
1	1	LCFF: EL	Instruction	Nc-Equipment			Can also apply to action 2, 3 and 7. tech	6,810.00
1	1	LCFF: EL	Instruction	Direct-Other			Also applies to action 2. CELDT assessors	6,500.00
1	1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : can also apply to action 2. Teaching Fellows split funded.	16,500.00
2	1	Sup & Conc	Instruction	Direct-Maint			Also can apply to action 1 and 5. Direct maintenance	500.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.500	CWA-Hidalgo 0.50 FTE District/0.50 FTE Site	34,551.00
4	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.438		11,653.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		12,563.00
5	2	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000	Applies also to Action 6	49,495.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Also applies to actions 4 and 6. On Site Counseling split funded.	30,500.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: REA evaluation fee for counseling contract	610.00
6	2	Sup & Conc	Instruction	Direct Trans			transportation	1,800.00
6	1	Sup & Conc	Instruction	Direct-Graph			Also applies to actions 5 and 7. Graphics	500.00
6	2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works Assemblies	750.00
7	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			parent involvement. Babysitters/Intpreters	1,051.00
7	2	LCFF: EL	Parent Participation	Cls Sup-Ext			Also applies to actions 6	1,048.00

\$384,306.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,969.00
Sup & Conc	7090	\$189,272.00
LCFF: EL	7091	\$139,065.00
Grand Total		\$384,306.00

Domain Totals	Budget Totals
Academic	\$237,720.00
SEL / Culture & Climate	\$146,586.00
Grand Total	\$384,306.00