

## Hidalgo Elementary

106216661057461

Principal's Name: Reynaldo Villalobos

Principal's Signature: 

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

Title I SWP

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

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

**Consolidated Program Assurances**



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Reynaldo Villalobos	X				
2. Chairperson – Dora Morales				X	
3. Noemi Rodriguez				X	
4. Antonia Garcia				X	
5. Celine Sandoval				X	
6. Juana Lagunas				X	
7. Carmen Vuitonett		X			
8. Elizabeth Pantoya			X		
9. Madeline Cedillo		X			
10. Lauren Stewart		X			
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Reynaldo Villalobos		8-22-18
SSC Chairperson	Dora Morales		8-22-18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Hidalgo - 0215

**ON-SITE ALLOCATION**

3010	Title I	\$57,035 *
7090	LCFF Supplemental & Concentration	\$221,192
7091	LCFF for English Learners	\$131,064
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$409,291</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,342
Remaining Title I funds are at the discretion of the School Site Council	\$55,693
Total Title I Allocation	\$57,035

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

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

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	16.035	23.035
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	19.003	26.003

#### Needs Assessment

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

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

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

- Aligned professional learning based on teachers' needs.
- Grade level AC focused on ELA formative assessments, explicit direct instruction, intervention and acceleration. Still not as strong until this year's practice.
- Intervention push-in model with CA Teaching Fellows in grades 1-2
- School culture and climate support with RP counselor.
- School wide expectations for teaching, learning and behaviors.
- Additional support for social emotional provided by On-Site Counselor
- Use of adopted ELA curriculum and online resources.
- Increase use of technology in the classrooms.
- High attendance of proficient students.
- Poor attendance of low performing attendance
- Limited use of Close Reading and Guided Reading Strategies
- These student had high attendance and focus on their lessons during classroom instruction.
- The students were provided a deeper understanding of the grade level standard to perform well on academics.
- The results of students on the ELA SBAC assessment the students scored poorly nearly met/met standards on these areas of SBAC:

Reading: 34%

Writing: 44%

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

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

- The Hispanic subgroup struggled to improve from the previous year. They remained the same at a 0.7% difference from the previous year.
- Hidalgo has 52% of students identified as English Learners and are struggling to improve in grades 3 to 6 on the ELA standards. The students proficiency rate is the same as the school wide results.
- Hidalgo has 97% socioeconomically Disadvantaged youth and 13% are homeless.
- Ineffective implementation of tier interventions.
- Follow through on implementation of intervention based on CFAs results has not been consistent and students need prescription lessons for areas of need.
- Inadequate model of integrated and designated ELD instruction.
- Limited use of intervention resources and materials in grades 3-6
- Limited use of Close Reading and Guided Reading Strategies.
- More emphasis on motivation and recognition of student reading accomplishments

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

- English Learners had a growth of 2.2% maintaining at the previous level of achievement. English Learner students 31% scored not meet or nearly met as data indicated from SQII results. The key factors are these students do not have the strength on their vocabulary and reading skills to understand the rigor of the questions.
- Ineffective implementation of tier interventions.
- Follow through on implementation of intervention based on CFAs results has not been consistent.
- Limited use of intervention resources and materials grades 3-6.

Listening: 53%

Research/Inquiry: 41%

Weakest area is reading and research/inquiry. More emphasis on Close Reading strategies and student ownership in lessons is required to improve their performance.

- Teachers were developing their skills on creating and analyzing Common Formative Assessments in addressing the essential SBAC standards.

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

- The results of students on the Math SBAC assessment the students who scored nearly met/met standards on these areas of SBAC: Concepts: 30%, Problem Solving: 35% Reasoning: 37%
- The classrooms that focus on the conceptual understanding of the math concepts and standards the students scored higher,
- The use of the GoMath curriculum was still being developed by the teachers and were learning to successfully implement the instruction in the classroom.
- Students used IXL.com and the personal trainer more frequently scored higher and demonstrated growth during the year.
- Teachers were developing a deeper understanding of the Math standards for assessing the Standards using CFA's.
- There was not a focus on the assessment of the rigor of the standard during the administration of assessments.
- Online SBAC practice was not fully implemented for students to gain practice and stamina of the test.
- Aligned professional learning in mathematics based on teachers' needs.
- Grade level AC focused on math formative assessments, explicit direct instruction, intervention and acceleration.
- School wide expectations for teaching, learning and behaviors.
- Additional support for social emotional provided by On Site Counselors
- Use of adopted math curriculum and online resources.
- Increase use of technology in the classrooms.

- Chronic absenteeism of students grades K-1 over the years keep the students from learning the essential foundational standards.
- More emphasis on motivation and recognition of student math accomplishments

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



**1** SSC:

- Aides for the classrooms to assist teachers.
- Awards, incentives and recognition for the students
- Sports for the students in grades 1-4.
- Continue with the Teaching Fellows
- Agreed with having a Campus Assistant for next year.
- More computers and technology
- Teachers have supplies in the classroom.
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers
- Incentives from teachers
- Clubs (art, music, dance)
- Psychologist, Counselors

**2** ELAC:

- Increased academic rigor but with in class supports
- After school tutoring with teachers
- Grade Checks sent home
- After school study skills and extra help with needed standards based concepts.
- After School Program
- Incentives from teachers
- Clubs (art, music, dance)
- Psychologist, Counselors
- More parent groups or counseling on raising kids and being involved
- Send all important documents in mail, not with students
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when helping
- College student volunteers

**3** Staff:

- Support for tier 3 students with a certificated tutor for grades 4-6
- Continue with the Teaching Fellows
- Campus safety assistant to help with discipline
- Develop a better Response to Intervention program for the students.
- Research on-line reading programs to improve student reading on their own.
- Reading incentives for all students.
- District Coaching support in math, Close Reading, Guided reading and use of technology.

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

Students K-3 have demonstrated growth with the focus on early literacy skills. Second and third grade scored 20% or better on the Interim 2 test.

Teaching Fellows have provided additional support to students on mastering their foundational skills as determined by the Wonders benchmark assessment.

Intervention Teacher successful on collecting the BAS and BPST data. Teachers reviewing and changing students in groups for Foundational Skills deployment.

The Early Intervention progress of students have showed growth from year to year on the progress of the students in reading and foundational skills.

**Action 1**

**Title:** K- 2 Balanced Literacy Program

**Action Details:**

Hidalgo will implement a balanced literacy program based on our Guaranteed Viable Curriculum in grades TK to 2, 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.

Hidalgo will create a three tiered systematic response to intervention within our school, and continually improve ELA literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier one and two levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum and WonderWorks Tier three curriculum. Three teaching fellows push-in support trained and support by a certificated intervention specialist to organize instruction for tier three students.

In grades K-2 an optional 40 minute foundational skills ELA deployment will be implemented to support all students in their identified needs. Teachers will implement guided reading and close reading strategies to provide small group

reading instruction.

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

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

Owner(s):

K-6 Teachers, students, Teachers Principal, Vice Principal, ILT, TSA

Timeline:

Quarterly

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

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

Owner(s):

1 grade Teachers, Principal, Vice Principal

Timeline:

Quarterly

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

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

Owner(s):

Teachers. ILT, TSA

Timeline:

Quarterly

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

AC Data Chats

Owner(s):

Teachers, Principal, Vice Principal. Students

Timeline:

Quarterly

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

Analyze trends on Reading Wonders Diagnostic, BAS, DRP, KAIG, IPG, fluency and ELPAC data.

Owner(s):

K-2 grade ACs, Intervention Teacher, Teaching Fellows, Students

Timeline:

Quarterly

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

Analyze common formative assessments and Interim assessments

Owner(s):

Teachers, Students

Timeline:

Weekly

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

Grade Level Walkthroughs, Observation of ELA/Math instructional expectations, Feedback, Daily Progress Monitoring and IPG report.

Owner(s):

Principal, Vice-Principal, Teachers

Timeline:

Daily

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

Each grade level will create and implement common formative assessments using the Illuminate On-line System and/or Wonders assessment. During AC's, analyze trends using the following data to inform instruction: DRP, Wonder diagnostics, common assignments, common formative assessments, and District ELA Illuminate Interim assessment

Owner(s):

Principal, Vice-Principal, Teachers, ILT

Timeline:

Weekly

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

Students will set goals on ELA and Math improvement that are short and long term. Goals set on BAS, DRP, ELA/Math, CFA's, and interim assessments.

**Owner(s):**

K-6 Hidalgo students, Teachers

**Timeline:**

BiWeekly

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

SMART goals will be established by AC's for CFA's, ELA and math

**Owner(s):**

K-6 teachers, ILT

**Timeline:**

Monthly, Quarterly

**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.
- 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 Fellows. 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.
- 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 as needed.
- 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. Such as Wonder works, guided reading books, and online resources.
- Students will have access to online learning for 2 to 3 hours a week with the use of a mobile computer lab.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and meetings.
- Parent supplies for parent workshops, meetings, coffee hours and Parent University will be purchased for parent support.
- Pay and provide opportunities for Certificated staff and Admin to attend conferences such as professional Learning Communities at Work and RTI at Work institutes. (As funds are available)

**Specify enhanced services for EL 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 ELPAC 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 program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- District provided 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, school events and for parent meetings

- Provide Admin Substitutes for conferences, professional development, data chats and district meetings.
- 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 ELPAC 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 program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- District provided 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, school events and for parent meetings

#### **Tiered Levels of Support:**

There is a disproportionately of all sub groups. The highest subgroup that can be significantly affected is the EL subgroup at 52%.

#### **Tier 1**

- 1 ½ hours CORE ELA and Math
- Teacher Modeling (back and forth in spurts, no longer than 10 minutes each spurt)
- Use of student graphic organizers
- Group Collaboration
- 50% Student Discourse
- Written and Verbal explanation of **HOW** they got the answer
- CFU's with immediate feedback
- Aligned standards and rigor (Unit Plan- 1. CFA, 2. Calendars 3. Implementation)
- Teachers in grades K - 3 will implement a 40 minute Foundational Skills Deployment block focusing on key foundational reading standards.
- All K - 2 grade teachers will use an instructional routine that focuses on foundational reading skills for 30 minutes every day.
- Close Reading Strategies and daily practice routine.

#### **Tier 2**

- CFU's with immediate feedback
- Small group instruction
- Intervention Block
- Guided Reading
- Deployment (ELD)
- Teacher lead intervention strategies (1x1) (Check ins)
- Center Rotations for specific skills w/in standard
- Reflection skills
- iXL, Personal Trainer, Wonders online
- Data analysis of CFAs and planned prescription lessons to identified students.

### Tier 3

- A 1.0 FTE Certificated Intervention Teacher will provide an Early Literacy Intervention program using the Wonder Works Intervention Reading intervention to Tier 3 students.
- Three Teaching fellows will provide small group push-in support to students aligned to the data of growth for foundational skills. Intervention teacher provides training and strategies to the Teaching Fellows to provide support.
- Read Theory- Online reading practice
- Prescription Lessons- Wonders Interventions
- RSP (non and RSP IEP students)
- Intervention TSA
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

### Explain the 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 informed 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 Professional Learning related to this action:

- 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 Coaches, when available.

## Action 2

**Title:** Balanced Literacy Program 3-6

### Action Details:

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 school wide close reading strategies, 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.

Hidalgo will create a three tiered systematic response to intervention within our school, and continually improve ELA/Literacy instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier one and two levels of instruction will be provided by the classroom teacher utilizing the Wonders curriculum and WonderWorks Tier three curriculum. Designated TSA will provide support of the systematic intervention system to Tier three students.

ACs will develop Common Formative assessments in ELA, analyze the data and provide prescription lessons to nearly met students to meet mastery of the grade level standards.

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**

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, ILT, TSA

**Timeline:**

Quarterly

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

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

**Owner(s):**

3-6 Teachers, Administrators

**Timeline:**

Quarterly

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

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

**Owner(s):**

3-6 Teachers, Administrators, TSA

**Timeline:**

Quarterly

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

AC Data Chats

**Owner(s):**

3-6 Teachers, Administrators, TSA

**Timeline:**

Quarterly

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

Each grade level will create and implement common formative assessments using the Illuminate On-line System and or Wonders assessment. Analyze the CFAs, collect data on a bi-weekly and determine the needs of all students.

Complete AC protocol collection tool

**Owner(s):**

Grades 3-6 Teachers, ILT

**Timeline:**

Every 2-3 weeks

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

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.

**Owner(s):**

3-6 Teachers, ILT, Students, TSA

**Timeline:**

Monthly/Quarterly

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

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

**Owner(s):**

Principal, Vice Principal, Teachers

**Timeline:**

2 times a month

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

Students will set goals on ELA and Math improvement that are short and long term. Goals set on BAS, DRP, ELA/Math, CFAs, and interim assessments.

**Owner(s):**

K-6 Hidalgo students, Teachers

**Timeline:**

Biweekly

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

SMART goals will be established by AC's for CFA's, ELA and math

**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 3-6 with small group instruction to identified students using evidence based materials in ELA and math. The RT will also perform other duties as assigned such as coaching, professional development, admin support and goal 2 activities. (District Provide)
- Teachers will provide differentiated classroom instruction, aligned to the State Standards in all subject areas, driven by the Common Core State Standards. 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.
- 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.
- Provide opportunities for Certificated staff and Admin. to attend conferences such as professional Learning Communities at Work and RTI at Work institutes. (As funds are available)
- Provide Admin Substitutes for conferences, professional development, data chats and district meetings.

**Tiered Levels of Support:**

There is a disproportionately of all sub groups. The highest subgroup that can be significantly affected is the EL subgroup at 52%.

**Tier 1**

- 1 ½ hours CORE ELA and Math
- Teacher Modeling (back and forth in spurts, no longer than 10 minutes each spurt)
- Use of student graphic organizers
- Group Collaboration
- 50% Student Discourse
- Written and Verbal explanation of **HOW** they got the answer

**Owner(s):**

K-6 Teachers, ILT

**Timeline:**

Monthly, Quarterly

**Specify enhanced services for EL 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.
- ACs will analyze data from the common assignments, common formative assessments, DRP, Illuminate assessments, and ELPAC 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 program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- District provided 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, school events and for parent meetings

- CFU's with immediate feedback
- Aligned standards and rigor (Unit Plan- 1. CFA, 2. Calendars 3. Implementation)
- Close Reading Strategies and daily practice routine.

#### Tier 2

- CFU's with immediate feedback
- Small group instruction
- Intervention Block
- Guided Reading
- Deployment (ELD)
- Teacher lead intervention strategies (1x1) (Check ins)
- Reflection skills
- iXL, Personal Trainer, Wonders online
- Data analysis of CFA's and planned prescription lessons to identified students.

#### Tier 3

- TSA will provide small group lesson support to identified students for 1.5 hours a day.
- Read Theory
- Prescription Lessons- Wonders Interventions
- RSP (non and RSP IEP students)
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

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

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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 Professional Learning related to this action:

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Ongoing Professional Learning opportunities to refine the implementation of:

- 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 Aligned lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.
- Coaching provided by district Instructional Coaches, when available.

### Action 3

**Title:** Balanced TK-6 Math program

#### Action Details:

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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 common formative assessments to monitor the progress of students' performance toward meeting grade level standards.

Hidalgo will create a three tiered systematic response to intervention within our school, and continually improve math instruction at each level of intervention, in order to ensure that students make continuous progress and are able to demonstrate mastery of standards. Tier one and two levels of instruction will be provided by the classroom teacher utilizing the GoMath curriculum. Designated TSA will provide support of the systematic intervention system to Tier three students.

Hidalgo will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus,



coherence and rigor. Particular attention will be placed on Math Practice 1 (“Make sense of problems and persevere in solving them”). Supports will center on professional learning, with ACs as the drivers, the use of common formative assessments, performance tasks, and RTI.

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](#)

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

**Owner(s):**

Teachers, Principal, Vice Principal, TSA

**Timeline:**

Quarterly

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

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

**Owner(s):**

Lead Teacher, Principal, Vice Principal Teachers

**Timeline:**

Yearly

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

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

**Owner(s):**

Principal, Vice Principal, TSA

**Timeline:**

Quarterly

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

KAIG Math Summary

**Owner(s):**

K Teachers, Principal, Vice-Principal

**Timeline:**

Quarterly

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

AC Data Chats

**Owner(s):**

Principal, Vice Principal, Teachers

**Timeline:**

Monthly

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

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

**Owner(s):**

Principal, Vice Principal, Teachers. TSA

**Timeline:**

Monthly

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

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

**Owner(s):**

Principal, Vice Principal, Teachers

**Timeline:**

Monthly

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

Daily Progress Monitoring, Walk throughs, Feedback Utilizing the IPG collection tool.

**Owner(s):**

Principal, Vice Principal, Teachers

**Timeline:**

Daily

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

Students will set goals on ELA and Math improvement that are short and long term. Goals set on BAS, DRP, ELA/Math, CFA's, and interim assessments.

**Owner(s):**

K-6 Hidalgo students, Teachers, ILT

**Timeline:**

Biweekly

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

Utilize EL Redesignation Goal Setting Report to monitor progress of the students on the identified needs by domain.

**Owner(s):**

Teachers, Students, Principal, Vice-Principal

**Timeline:**

Quarterly

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

SMART goals will be established by AC's for CFA's, ELA and math

**Owner(s):**

K-6 Teachers, ILT, TSA

**Timeline:**

Monthly, Quarterly

**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 3-6 with small group instruction to identified students using evidence based materials in ELA and math. The RT will also perform other duties as assigned such as coaching, professional development, admin support and goal 2 activities. (District Provided)
- 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.com math program, Personal trainer, that is standards and grade level based.
- Awards and incentives for students will be purchased 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, conferences and professional development.
- Provide opportunities for Certificated staff and Admin. to attend conferences such as professional Learning Communities at Work and RTI at Work institutes. (As funds are available)
- Provide Admin Substitutes for conferences, professional development, data chats and district meetings.
- Copier Maintenance/Lease
- Field trips/student transportation

**Specify enhanced services for EL students:**

- The 1.0 FTE TSA/Resource Teacher (RT) will implement and provide support to students in grades 3-6 with small group instruction to identified students using evidence based materials in ELA and math. The RT will also perform other duties as assigned such as coaching, professional development, admin support and goal 2 activities. (District Provided)
- ACs will analyze data from the common assignments, common formative assessments, DRP, Illuminate assessments, and ELPAC 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 program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- District provided 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, school events and for parent meetings

**Tiered Levels of Support:**

There is a disproportionality of all sub groups. The highest subgroup that can be significantly affected is the EL subgroup at 52%.

**Tier 1**

- 1 ½ hours CORE ELA and Math

- Teacher Modeling (back and forth in spurts, no longer than 10 minutes each spurt)
- Use of student graphic organizers and manipulatives to develop conceptual understanding.
- Group Collaboration
- 50% Student Discourse
- Written and Verbal explanation of **HOW** they got the answer
- CFU's with immediate feedback
- Aligned standards and rigor (Unit Plan- 1. CFA, 2. Calendars 3. Implementation)
- Develop a math instructional structure and practice school wide that provides clear instruction toward the rigor of the mathematics conceptual understanding of standards.

#### Tier 2

- CFU's
- Small group instruction
- Teacher lead intervention strategies (1x1) (Check ins)
- Reflection skills
- iXL, Personal Trainer, Wonders online
- Data analysis of CFAs and planned prescription lessons to identified students.

#### Tier 3

- TSA will provide small group lesson support to identified students for 1.5 hours a day.
- RSP (non and RSP IEP students)
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

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

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- 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 Professional Learning related to this action:

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- 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

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs G1A2, G1A3, G4A2	2,973.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Pay G1A2, G1A3, G4A2	5,987.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instruct. Aide Suppl. Pay Classified G1A1, G1A2	3,056.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licences/books/programs/ Obj. 4200	1,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split Funded G1A2	16,999.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Involvement-Babysitters G1A2, G1A3, G3A1	2,586.00
G1A1	Sup & Conc	Instruction	Ins Aide-Ext			Extra Pay Classified Aide	625.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Imagine Learning/Wonderworks G1A2, G1A3, G3A3, G2A1	4,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology G1A2, G1A3, G2A1, G3A1, G3A2	3,537.00
G1A1	Sup & Conc	Instruction	Equip Rental			: Copier Lease G1A2, G1A3, G2A1, G3A1, G3A2, G4A1, G4A2	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs- 4 days G1A2, G1A3, G4A2, G3A1, G3A2	2,343.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.5000	G1A2, G1A3, G3A1, G3A2,	69,241.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.5000	G1A2, G1A3, G3A1, G3A2,	69,241.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maint G1A1, G1A3, G3A2	500.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food) G1A1, G1A2,	2,546.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies G1A1, G1A2	17,321.00
G1A3	Sup & Conc	Instruction	Copier Maint			Copier Maint. G1A1, G1A2	500.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Direct Graphics G1A1, G1A2, G2A1, G3A2, G3A2, G4A1	500.00

**\$205,455.00**

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

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	12.694	19.694

Needs Assessment

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

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>The key factors was failure to input the students names into ATLAS for engagements. The total is much higher at 80% or higher once the students are inputted into the system.</p>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>The key factors was failure to input the students names into ATLAS for engagements. The total is much higher at 80% or higher once the students are inputted into the system.</p>
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**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>• Aides for the classrooms to assist teachers.</li> <li>• Awards, incentives and recognition for the students</li> <li>• Sports for the students in grades 1-4.</li> <li>• Continue with the Teaching Fellows</li> <li>• Agreed with having a Campus Assistant for next year.</li> <li>• More computers and technology</li> <li>• Teachers have supplies in the classroom.</li> <li>• Student groups with mediator</li> <li>• Parent Involvement</li> <li>• Parent volunteers have a distinctive shirt they wear when helping</li> <li>• College student volunteers</li> <li>• Incentives from teachers</li> <li>• Clubs (art, music, dance)</li> <li>• Psychologist, Counselors</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>• Increased academic rigor but with in class supports</li> <li>• After school tutoring with teachers</li> <li>• Grade Checks sent home</li> <li>• After school studyskills and extra help with needed standards based concepts.</li> <li>• After School Program</li> <li>• Incentives from teachers</li> <li>• Clubs (art, music, and/or dance)</li> <li>• Psychologist, Counselors</li> <li>• More parent groups or counseling on raising kids and being involved</li> <li>• Send all important documents in mail, not with students</li> <li>• Student groups with mediator</li> <li>• Parent Involvement</li> <li>• Parent volunteers have a distinctive shirt they wear when helping</li> <li>• College student volunteers</li> </ul>	<p><b>3</b> Staff:</p> <ul style="list-style-type: none"> <li>• Campus Safety Assistant</li> <li>• Reading program to motivate students to read inside and outside of school.</li> <li>• Hidalgo shirts and folders for each student.</li> <li>• Parent orientation for new students</li> <li>• Teacher decided incentives in class</li> <li>• Teaching Fellows</li> <li>• CWAS</li> <li>• RCA</li> <li>• Social Worker</li> <li>• Parent Involvement Classes</li> <li>• Read Theory/Readworks</li> <li>• Parent outreach through Remind app, School Messenger</li> <li>• Teachers use Donor's Choose for special projects</li> <li>• Online programs (Starfall, Imagine Learning, Prodigy, Reading A-Z</li> </ul>
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## Action 1

**Title:** Students engaged in Goal 2 activities- SQII 2080

### Action Details:

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.

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

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

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

**Owner(s):**

Teachers, Safe and Civil Team, Principal, Vice Principal

**Timeline:**

Monthly

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

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." question.

**Owner(s):**

Teachers Safe and Civil Team, Principal, Vice Principal

**Timeline:**

Quarterly

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

Review and analyze SQII data of Number and percentage of parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school question.

**Owner(s):**

Teachers Safe and Civil Team, Principal, Vice Principal

**Timeline:**

Quarterly

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

Review and analyze SQII data of 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" question.

**Owner(s):**

Teachers Safe and Civil Team, Principal, Vice Principal

**Timeline:**

Quarterly

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

Use of ATLAS engagement tool of adding students to each engagement school wide.

**Owner(s):**

Teachers, Admin and support staff

**Timeline:**

Monthly

**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.

**Specify enhanced services for EL students:**

Foster/Disadvantaged/EL:

CWAS will provide Boys to Men and Girl Power groups to build relationships with students and how to make good decisions.

Provide Transportation (bus cost) to local events for students to participate.

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.

Transportation for Goal 2 events will be purchased if not purchased by district.

#### Tier 1

- Opportunity to participate on college and career activities.
- Opportunities to participate in school events such as sports, clubs, music, programs and trips.
- Organizational skills such as binder checks and student agendas.
- Teacher Modeling
- Use of student graphic organizers and manipulatives to develop conceptual understanding.
- Group Collaboration
- 50% Student Discourse
- Written and Verbal explanation of **HOW** they got the answer.

#### Tier 2

- Study skills trainings utilizing AMD techniques.
- In class tutorials (AMD style) that encourages problem solving and collaboration.
- CFU's
- Small group instruction
- Teacher lead intervention strategies (1x1) (Check ins)
- Reflection skills
- iXL, Personal Trainer, Wonders online

#### Tier 3

- Students with identified misbehavior are encouraged to participate in all activities.
- After school tutorial program
- TSA will provide small group lesson support to identified students for 1.5 hours a day.
- RSP (non and RSP IEP students)
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

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

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Participation at school events such as:

- Open House
- Back To School Night
- Carnival
- Halloween event
- Multicultural Fair
- SSC/Title I/ ELAC meetings

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

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

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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.

- Parent University
- Parent/Teacher Conferences
- Monthly Newsletter
- School Messenger



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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	93.939	100
Exposure to Careers - 4th Grade	95.506	100
Exposure to Careers - 6th Grade	98.925	100

Needs Assessment

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

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

**Exposure to Careers - 3rd Grade**  
Bricks for Kids experiences and field trips opportunities.

**Exposure to Careers - 6th Grade**  
Field trips and speakers about career opportunities.

**Exposure to Careers - 4th Grade**  
Field trips and speakers about career opportunities.

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

**Exposure to Careers - 3rd Grade**  
High percentage of students were exposed to 3rd grade careers by the district CTE program.

**Exposure to Careers - 6th Grade**  
High percentage of 6th grade students were exposed to careers by the district CTE program.

**Exposure to Careers - 4th Grade**  
High percentage of 5th grade students that were exposed to careers by district CTE program.

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

**1** SSC:

- Aides for the classrooms to assist teachers.
- Awards, incentives and recognition for the students
- Sports for the students in grades 1-4.
- Continue with the Teaching Fellows
- Agreed with having a Campus Assistant for next year.
- More computers and technology
- Teachers have supplies in the classroom.
- Student groups with mediator
- Parent Involvement
- Parent volunteers have a distinctive shirt they wear when

**2** ELAC:

- Increased academic rigor but with in class supports
- After school tutoring with teachers
- Grade Checks sent home
- After school study skills and extra help with needed standards based concepts.
- After School Program
- Incentives from teachers
- Clubs (art, music, dance)
- Psychologist, Counselors
- More parent groups or counseling on raising kids and being

**3** Staff:

- Campus Safety Assistant
- Reading program to motivate students to read inside and outside of school.
- Hidalgo shirts and folders for each student.
- Parent orientation for new students
- Teacher decided incentives in class
- Teaching Fellows
- CWAS
- RCA
- Social Worker

- helping
- College student volunteers
  - Incentives from teachers
  - Clubs (art, music, dance)
  - Psychologist, Counselors

- involved
- Send all important documents in mail, not with students
  - Student groups with mediator
  - Parent Involvement
  - Parent volunteers have a distinctive shirt they wear when helping
  - College student volunteers

- Parent Involvement Classes
- Read Theory/Readworks
- Parent outreach through Remind app, School Messenger
- Teachers use Donor's choose for special projects
- Online programs (Starfall, Imagine Learning, Prodigy, Reading A-Z)

## Action 1

**Title:** Bilingual and ELD Instruction

### Action Details:

Hidalgo will provide a K-6 Bilingual program for identified students. ELD deployment and instruction will be provided to students at ELD levels 1-4. Teachers will continue to be provided Professional Development on increasing the literacy skills of ELD students in reading, writing, vocabulary, speaking and listening skills to meet the grade level competencies and become redesignated by 5th grade.

**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

ELPAC Data reviewed and analyzed

Owner(s):

K-6 Teachers, Principal, Vice Principal, Intervention Teacher, TSA

Timeline:

Yearly

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

EL Goal Setting Redesignation Report

Owner(s):

K-6 Teachers, Principal, Vice Principal, Intervention Teacher, TSA

Timeline:

Quarterly

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

Review and analyze DRP, BAS, Interim assessments and Report Cards.

Owner(s):

K-6 Teachers, Principal, Vice Principal, Intervention Teacher, TSA

Timeline:

Quarterly

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

Each grade level will create and implement common formative assessments using the Illuminate On-line System and or Wonders assessment. Analyze the CFA's, collect data on a bi-weekly and determine the needs of all students. Complete AC protocol collection tool

Owner(s):

K-6 Teachers, Principal, Vice Principal, Intervention Teacher, TSA

Timeline:

Weekly

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

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

**Owner(s):**

K-6 Teachers, Principal, Vice Principal, Intervention Teacher, TSA

**Timeline:**

Weekly

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

Classroom walkthrough of ELD instruction and deployment during the designated time and schedule.

**Owner(s):**

Principal, Vice Principal, Intervention Teacher, TSA

**Timeline:**

Twice a month

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

- 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 program that meets requirements will be offered for grades K-3 continuing to 6th grade throughout the years.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- District provided 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, school events and for parent meetings.
- Funds will be used to hire assessors to administer the State mandated ELPAC assessment.

**Specify enhanced services for EL students:**

- District provided 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.
- Mini-Corp Tutors will provide tutoring to migrant students during school hours.
- After school Migrant tutoring provide by a teacher to identified migrant students.

**Tiered Levels of Support:**

There is a disproportionately of all sub groups. The highest subgroup that can be significantly affected is the EL subgroup at 52%.

**Tier 1**

- 1 ½ hours CORE ELA and Math
- Teacher Modeling (back and forth in spurts, no longer than 10 minutes each spurt)
- Use of student graphic organizers and manipulatives to develop conceptual understanding.
- Group Collaboration
- 50% Student Discourse
- Written and Verbal explanation of **HOW** they got the answer
- CFU's with immediate feedback
- Aligned standards and rigor (Unit Plan- 1. CFA, 2. Calendars 3. Implementation)
- Develop a math instructional structure and practice school wide that provides clear instruction toward the rigor of the mathematics conceptual understanding of standards.

**Tier 2**

- CFU's
- Small group instruction
- Teacher lead intervention strategies (1x1) (Check ins)
- Reflection skills
- iXL, Personal Trainer, Wonders online
- Data analysis of CFA's and planned prescription lessons to identified students.

**Tier 3**

- TSA will provide small group lesson support to identified students for 1.5 hours a day.
- RSP (non and RSP IEP students)
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

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

Parent English Classes provided by Adult Ed.

Parent University classes

Parent math and reading workshops done after school

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

Ongoing Professional Learning opportunities to refine the implementation of:

- ELA/ELD Framework and Standards.
- 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 Aligned lessons toward the rigor of the standards, formative and common assessments. Illuminate and SBAC.
- Coaching provided by district Instructional Coaches, when available.
- ELD deployment strategies and instruction to EL students.
- Utilization of the Wonders ELD program resources.

**Action 2**

**Title:** Study and Organizational Skills

**Action Details:**

Hidalgo will implement school wide study and organizational skills in order to prepare our students as college and career ready. Students will be expected to use a binder with organization subject tabs, a calendaring system to keep track of events, assignments and tests, school wide note taking system, school wide close reading strategy system and be able to participate in Writing, Inquiry, Collaboration and Rigor (WICR) during their daily lessons across the curriculum. Students will also utilize reflections for their learning activities and assessments to allow for internalizing and determining their own misconceptions or new learning.

**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**

Classroom Binder checks in class

**Owner(s):**

Teachers, Administrators, support staff

**Timeline:**

Daily

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

Student evidence artifacts and classroom data on reflection completions.

**Owner(s):**

Teachers, Administrators, support staff

**Timeline:**

Daily

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

Participation (ATLAS Engagement tool) in College and Career field trips and experiences.

**Owner(s):**

Teachers, Administrators, support staff

**Timeline:**

Monthly

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

ATLAS grades (A-F) to monitor improvements in grades.

Owner(s):

Teachers, Administrators, Support Staff

Timeline:

Weekly

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

- Materials needed: binders for students that may not have any, calendars, poster paper for group collaboration, common note taking criteria, common close reading strategy, common use of reflections for notes, group projects, assessments and choices.
- Purchase binders, agendas and other materials to develop organizational skills.
- Provide incentives to students demonstrating competencies on organizational skills.

**Tier 1**

- Opportunity to participate on college and career activities
- Note taking skills with Cornell Notes.
- Organizational skills such as binder checks.
- 1 ½ hours CORE ELA and Math
- Teacher Modeling (back and forth in spurts, no longer than 10 minutes each spurt)
- Use of student graphic organizers and manipulatives to develop conceptual understanding.
- Group Collaboration
- 50% Student Discourse
- Written and Verbal explanation of **HOW** they got the answer
- CFU's with immediate feedback
- Aligned standards and rigor (Unit Plan- 1. CFA, 2. Calendars 3. Implementation)
- Develop a math instructional structure and practice school wide that provides clear instruction toward the rigor of the mathematics conceptual understanding of standards.

**Tier 2**

- Study skills trainings utilizing AVID techniques.
- In class tutorials (AVID style) that encourages problem solving and collaboration.
- CFU's
- Small group instruction
- Teacher lead intervention strategies (1x1) (Check ins)
- Reflection skills
- iXL, Personal Trainer, Wonders online
- Data analysis of CFA's and planned prescription lessons to identified students.

**Tier 3**

- Students with identified misbehavior are encouraged to participate in all activities.
- After school tutorial program
- TSA will provide small group lesson support to identified students for 1.5 hours a day.
- RSP (non and RSP IEP students)
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

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

Specify enhanced services for EL students:

Use of supports such as English Spanish dictionaries.

Describe Professional Learning related to this action:

Parents will be able to participate in their child's education more by seeing the evidence of learning through student calendars, student notes, reflections and providing signatures to some activities to ensure that they reviewed the item.

Professional Learning to staff on common note taking system, common close reading strategies, calendaring expectations, binder expectations, WICR opportunities and reflections opportunities.

### Action 3

**Title:** College and Career Experiences

#### Action Details:

Students will participate in College and Career days weekly and will participate in career and technical education opportunities such as field trips, guest speakers and district programs.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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#### Explain the Progress Monitoring and data used for this Action

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

Staff and students will participate in College and Career days at school. Students will participate by learning facts about college and careers and be able to explain the educational route to college and careers.

##### Owner(s):

Teachers, Support Staff (CWAS, Social Worker, RCA, Counselors), Vice Principal, Principal, Classified Staff.

##### Timeline:

Weekly

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

Students will be exposed to college and career experiences via guest speakers, educational field trips.

##### Owner(s):

Teachers, Support Staff (CWAS, Social Worker, RCA, Counselors), Vice Principal, Principal, Classified Staff.

##### Timeline:

Monthly

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

Students will participate in CTE programs provided by College and Career Readiness Dept. such as Bricks for Kids, Kids Invent.

##### Owner(s):

Teachers, Vice Principal, Principal, CCR Dept. colleagues.

##### Timeline:

Quarterly

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

#### Specify enhanced services for EL students:

- Transportation for field trips will be provided for incentive activities for students to outside campus activities.
- Assemblies for Character Building, Bully Prevention, and College/Career Awareness of utilizing outside vendors.
- Purchase materials and supplies to support character development of students.

- Guest speakers that navigated the college system and were EL
- ELAC and DELAC presentations

#### Tier 1

- Opportunity to participate on college and career activities
- Note taking skills with Cornell Notes.
- Organizational skills such as binder checks.
- 1 ½ hours CORE ELA and Math
- Teacher Modeling (back and forth in spurts, no longer than 10 minutes each spurt)

- Use of student graphic organizers and manipulatives to develop conceptual understanding.
- Group Collaboration
- 50% Student Discourse
- Written and Verbal explanation of **HOW** they got the answer
- CFU's with immediate feedback
- Aligned standards and rigor (Unit Plan- 1. CFA, 2. Calendars 3. Implementation)
- Develop a math instructional structure and practice school wide that provides clear instruction toward the rigor of the mathematics conceptual understanding of standards.

#### Tier 2

- Study skills trainings utilizing AMD techniques.
- In class tutorials (AMD style) that encourages problem solving and collaboration.
- CFU's
- Small group instruction
- Teacher lead intervention strategies (1x1) (Check ins)
- Reflection skills
- iXL, Personal Trainer, Wonders online
- Data analysis of CFAs and planned prescription lessons to identified students.
- 

#### Tier 3

- Students with identified misbehavior are encouraged to participate in all activities.
- After school tutorial program
- TSA will provide small group lesson support to identified students for 1.5 hours a day.
- RSP (non and RSP IEP students)
- ELSP notification to parents
- Student Study Team meeting to develop plans for student success for identified students.

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

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- College and Career Night
- Guest Speakers at site and/or FUSD events
- Parent Portal participation
- Edutext participation
- Parent University
- Communication with parents via phone, flyers and updates
- Increasing parental involvement in SSC, ELAC, DELAC and LCAP meetings

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

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Profession Learning will be aligned to:

- State Standards
- FUSD and site ELA and Math expectations
- Regional Plan
- Instructional Practice Guide
- Theory of Action
- High Quality Professional Learning Components
- College and Career Department programs

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation G2A1	1,800.00
G3A3	LCFF: EL	Instruction	Bks & Ref			Site license/books/programs	3,000.00
G3A3	LCFF: EL	Instruction	Mat & Supp			Instructional Supplies	12,000.00
G3A3	LCFF: EL	Instruction	Nc-Equipment			Technology G3A1, G3A2,	5,118.00
G3A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split Funded SEE Goals 1 and 3	17,000.00
G3A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,500.00
G3A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Supp. Pay Classified Parent Participation (Interpreters)	3,136.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Home School Liaison Extra Pay	1,042.00

**\$49,596.00**



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

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	94.814	95.814
Chronic Absenteeism	16.709	14.709
Suspensions Per 100	13.176	12.176

Needs Assessment

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

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

**Chronic Absenteeism**

Hidalgo hired additional time for a full time Child Welfare Attendance Specialist to promote attendance to families and children to be successful at school. The chronic students have demonstrated social emotional needs and have been provided service of an outside agency for counseling.

Kindergarten and first grade combined had 37% of chronic absenteeism. These students were a focus for the year to improve for the next year. Even with a full time Attendance specialist, the parents struggled to have their students attend school consistently.

**Suspensions Per 100**

The increase of suspensions occurred due to the number of homeless families moving in with other family members. Hidalgo is the school site for Temporary Housing for families that have been reunited after children were placed in foster care. These families are at our site for 3 months until they find permanent housing. These families are having a hard time adjusting to new home situation and school. These students have demonstrated difficulty on self-management skills.

**ADA Attendance**

High number of Chronic absent students affected the barely meeting the ADA of 95%.

The number of suspended students affected the total days of ADA.

The Kindergarten and 1st grade students had the highest number of absenteeism.

We have high enrollment and drop students during the school year. New students we receive from temporary housing have poor attendance and the results of their attendance go on our record for the year.

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

**Chronic Absenteeism**

Homeless, foster and Students of Disabilities made up most of the subgroups chronic absenteeism. The Students with disabilities frequently were absent due to health issues. Homeless youth were in a poor home environment and were not encouraged to attend school by family.

**Suspensions Per 100**

African American students - 8 out of 34 students were suspended for 19 days with 38.2 per 100.. These students had a variety of supports to keep them from being suspended. Restorative Practice counselor assisted on behavior modifications.

SPED Students 12 out of 112 with a 23.2 per 100. These students with disabilities have demonstrated behaviors that warranted suspension.

**ADA Attendance**

District transfer students had Poor ADA with 22% of absence.

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

1 SSC:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> <li>• Aides for the classrooms to assist teachers.</li> <li>• Awards, incentives and recognition for the students</li> <li>• Sports for the students in grades 1-4.</li> <li>• Continue with the Teaching Fellows</li> <li>• Agreed with having a Campus Assistant for next year.</li> <li>• More computers and technology</li> <li>• Teachers have supplies in the classroom.</li> <li>• Student groups with mediator</li> <li>• Parent Involvement</li> <li>• Parent volunteers have a distinctive shirt they wear when helping</li> <li>• College student volunteers</li> <li>• Incentives from teachers</li> <li>• Clubs (art, music, dance)</li> <li>• Psychologist, Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Increased academic rigor but with in class supports</li> <li>• After school tutoring with teachers</li> <li>• Grade Checks sent home</li> <li>• After school study skills and extra help with needed standards based concepts.</li> <li>• After School Program</li> <li>• Incentives from teachers</li> <li>• Clubs (art, music, dance)</li> <li>• Psychologist, Counselors</li> <li>• More parent groups or counseling on raising kids and being involved</li> <li>• Send all important documents in mail, not with students</li> <li>• Student groups with mediator</li> <li>• Parent Involvement</li> <li>• Parent volunteers have a distinctive shirt they wear when helping</li> <li>• College student volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Safety Assistant</li> <li>• Reading program to motivate students to read inside and outside of school.</li> <li>• Hidalgo shirts and folders for each student.</li> <li>• Parent orientation for new students</li> <li>• Teacher decided incentives in class</li> <li>• Teaching Fellows</li> <li>• CWAS</li> <li>• RCA</li> <li>• Social Worker</li> <li>• Parent Involvement Classes</li> <li>• Read Theory/Readworks</li> <li>• Parent outreach through Remind app, School Messenger</li> <li>• Teachers use Donor's choose for special projects</li> <li>• Online programs (Starfall, Imagine Learning, Prodigy, Reading A-Z</li> </ul>

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

The Home School Liaison provided support with families during parent meetings, contacting parents on attendance and organizing parent workshops on campus during the year. Parents utilized her assistance through out the year.

Child Welfare Attendance Specialist was highly effective on keeping our numbers from being excessive on chronic absenteeism. Met parents on a weekly basis, provided group sessions with students that have had absenteeism issues, incentives for parents and students for good attendance. Conducted SARB meetings and parent conferences. A member of the Safe and Civil team, Coordination of Support Team providing services of At-Risk students.

Office Assistant was critical in providing services to parents and students during the afternoon time on answering questions, assisting students outside the classroom and supports for the teachers.

A Campus Safety Assistant will be shared with Rowell Elementary during the 2018-2019 school year to provide supports to students and teachers that are displaying poor behavior skills inside and outside the classroom.

## Action 1

**Title:** Attendance Rate

### Action Details:

Hidalgo will monitor daily attendance of all the classrooms with a specific focus on grades TK-2. Attendance Clerk, Office Manager, Child Welfare Attendance Specialist (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 everyday. Students will be recognized for improved attendance.

**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

ATLAS attendance report. School Messenger Attendance report

Owner(s):

Office Manager, Office Assistant, CWAS, Admin

Timeline:

Daily

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

Chronic Absence report

Owner(s):

CWAS, Principal, VP

Timeline:

Weekly

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

Review SQII attendance indicators.

Owner(s):

CWAS, Office Assistant, Principal, VP

Timeline:

Weekly

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

Review the SQII data of number and percentage of absences with no reason code entered within 48 hours

Owner(s):

CWAS, Office Assistant, Principal, VP

Timeline:

Weekly

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

Specify enhanced services for EL 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.

Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings

- 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.
- 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 Purchased On Site Counseling (Vendor)
- Incentives such as awards, 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.
- Vendor Oriental Trading to purchase awards and incentives for students.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings

**Tiered Levels of Support:**

There is a disproportionately of all sub groups. The highest subgroup that can be significantly affected are the

SPED subgroup and foster youth. Students in grades K,1 and 6 have demonstrated poor daily attendance.

#### Tier 1

- Attendance incentives; Classrooms with 10 days of perfect attendance completing a card with the letter s for ATTENDANCE will win a prize for each completed card.
- Awards and certificates for good attendance and recognition
- Engaging activities for students,
- Classroom incentives

#### Tier 2

- CWAS attendance meetings with students
- CWAS provides incentives for students near chronic.
- Parent attendance conference meetings
- Attendance plans and incentives

#### Tier 3

- Attendance intervention with parents
- SARB
- Attendance plans and incentives

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

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- 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.

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

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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

## Action 2

**Title:** Suspension Rate

#### Action Details:

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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

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

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.

Owner(s):

Teachers, Principal, Vice Principal.

Timeline:

Yearly

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

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

Owner(s):

Safe and Civil Team/ Principal

Timeline:

Once a Year

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

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.

Owner(s):

Safe and Civil Team Vice Principal / Principal

Timeline:

Monthly

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

Class meetings verification forms will be turned in quarterly.

Owner(s):

Principal

Timeline:

Quarterly

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

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

Owner(s):

Safe and Civil Team, Principal, Vice Principal

Timeline:

Monthly

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

Number of referrals in office by teacher will be monitored

Owner(s):

Safe and Civil Team, Principal, Vice Principal

Timeline:

Weekly

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

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

Owner(s):

Safe and Civil Team, Principal, Vice Principal

Timeline:

Monthly

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

A District Provided Restorative Practice Counselor two days a week.

Specify enhanced services for EL students:

- .75 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

- .75 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.
- .4375 FTE 3.5 hour Campus Safety Assistant will be provided to support admin and teachers for Tier 3 students.
- 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, Fun Works.
- Purchase of incentives, awards, certificates, T-shirts, and books to improve their behaviors on site.
- Bully prevention lessons will be taught during weekly class meetings.
- School wide incentive and expectations program.

Tier 2 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.

Tier 3 supports

- 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.
- On-site Counselors (vendor) for identified students.
- School Social work provide services to identified students.

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

- 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.

strategies to perform well in the classroom.

- A District Provided Restorative Practice Counselor two days a week.

Describe Professional Learning related to this action:

- 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.

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375	Assistant, School Office School Days Only .4375 (3.5 hours)	11,202.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			REA Eval Fee for Onsite	438.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Elem CWA	39,029.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home School Liaison (.4375 FTE)	14,027.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On Site Counseling 3 days/wk 6 hrs per day	21,888.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Assemblies- Fun Works	750.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	RCA G2A1 G3A1, G4A1, G4A2	51,518.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant, Campus Safety	0.4375	Campus Safety Ast.- 3.5 hours per day, 5 days/wk- New/Open position	15,388.00

**\$154,240.00**

## 2018-2019 Budget for SPSA/School Site Council

### State/Federal Dept 0215 Hidalgo Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs G1A2, G1A3, G4A2	2,973.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Pay G1A2, G1A3, G4A2	5,987.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Instruct. Aide Suppl. Pay Classified G1A1, G1A2	3,056.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Site Licences/books/programs/ Obj. 4200	1,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split Funded G1A2	16,999.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Involvement-Babysitters G1A2, G1A3, G3A1	2,586.00
G1A1	Sup & Conc	Instruction	Ins Aide-Ext			Extra Pay Classified Aide	625.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Imagine Learning/Wonderworks G1A2, G1A3, G3A3, G2A1	4,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology G1A2, G1A3, G2A1, G3A1, G3A2	3,537.00
G1A1	Sup & Conc	Instruction	Equip Rental			: Copier Lease G1A2, G1A3, G2A1, G3A1, G3A2, G4A1, G4A2	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs- 4 days G1A2, G1A3, G4A2, G3A1, G3A2	2,343.00
G1A1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.5000	G1A2, G1A3, G3A1, G3A2,	69,241.00
G1A1	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Resource	0.5000	G1A2, G1A3, G3A1, G3A2,	69,241.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maint G1A1, G1A3, G3A2	500.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies (No incentives or food) G1A1, G1A2,	2,546.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Instructional Supplies G1A1, G1A2	17,321.00
G1A3	Sup & Conc	Instruction	Copier Maint			Copier Maint. G1A1, G1A2	500.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Direct Graphics G1A1, G1A2, G2A1, G3A2, G3A2, G4A1	500.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation G2A1	1,800.00
G3A3	LCFF: EL	Instruction	Bks & Ref			Site license/books/programs	3,000.00
G3A3	LCFF: EL	Instruction	Mat & Supp			Instructional Supplies	12,000.00
G3A3	LCFF: EL	Instruction	Nc-Equipment			Technology G3A1, G3A2,	5,118.00
G3A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split Funded SEE Goals 1 and 3	17,000.00
G3A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,500.00
G3A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Supp. Pay Classified Parent Participation (Interpreters)	3,136.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Home School Liaison Extra Pay	1,042.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.4375	Assistant, School Office School Days Only .4375 (3.5 hours)	11,202.00



G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			REA Eval Fee for Onsite	438.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Elem CWA	39,029.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home School Liaison (.4375 FTE)	14,027.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On Site Counseling 3 days/wk 6 hrs per day	21,888.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Assemblies- Fun Works	750.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	RCA G2A1 G3A1, G4A1, G4A2	51,518.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	Campus Safety Ast.- 3.5 hours per day, 5 days/wk- New/Open position	15,388.00
							<b>\$409,291.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,035.00
Sup & Conc	7090	\$221,192.00
LCFF: EL	7091	\$131,064.00
<b>Grand Total</b>		<b>\$409,291.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$205,455.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$49,596.00	
G4 - All students will stay in school on target to graduate	\$154,240.00	
<b>Grand Total</b>		<b>\$409,291.00</b>