

Hidalgo Elementary

10621666105746

Principal's Name: Xee Moua

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Xee Moua', with a long horizontal line extending to the right.

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
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.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

Check the appropriate box below.

ELAC reviewed the SPSA as a separate advisory committee.


Voted to consolidate with the SSC 4/2021

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Xee Moua	X				
2. Chairperson - Gloria Herrera				X	
3. Elizabeth Terrazas-				X	
4. Naomi Rodriguez				X	
5. Maria Almazan				X	
6. Alejandra Martinez				X	
7. Lauren Stewart		X			
8. Madeline Cedillo		X			
9. Maria Barba		X			
10. Diane Varian			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> Voted to consolidate with the SSC. 4/8/21

Required Signatures

School Name: Hidalgo Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Xee Moua		5/18/21
SSC Chairperson	Gloria Herrera	Gloria Herrera	5/19/2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Hidalgo - 0215

ON-SITE ALLOCATION

3010	Title I	\$71,070 *
7090	LCFF Supplemental & Concentration	\$235,950
7091	LCFF for English Learners	\$124,740
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$26,650</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$458,410

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,854
Remaining Title I funds are at the discretion of the School Site Council	<u>\$69,216</u>
Total Title I Allocation	\$71,070

Hidalgo Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		3.93 %	2019-2020	10.93 %
I-Ready ELAD2 On Level		20.94 %	2020-2021	31.72 %
I-Ready Math D2 On Level		15.72 %	2020-2021	25.75 %
I-Ready ELAD2 On Level (Students With Disabilities)		10 %	2020-2021	20 %
I-Ready Math D2 On Level (Students With Disabilities)		5.17 %	2020-2021	15.63 %
I-Ready ELAD2 On Level (African American)		29.17 %	2020-2021	39.67 %
I-Ready Math D2 On Level (African American)		9.52 %	2020-2021	19.52 %
I-Ready ELAD2 On Level (English Learner)		10.25 %	2020-2021	20.25 %
I-Ready Math D2 On Level (English Learner)		9.38 %	2020-2021	19.38 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELAD2 On Level

In 2019-20 15.41% (80 students) are on or above grade level. In 2020-21 20.94% (95 students) are on or above grade level; an increase of 5.53%.

In grades 3-6 2019-20 20% (56 students) are on or above grade level and in 2020-2021 16.9% (53 students) are on or above grade level; a decrease of 3.1%.

- K-6 implementation of GVC and it's technology resources: Wonders Student Work

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

I-Ready ELA D2 On Level

- Distance learning challenges
- Technology challenges
- Limited access to academic language models- students are around their primary home language
- Lack of student engagement/participation in instruction
- Students did not show up to small group instruction
- Lack of adult support for younger students with technology challenges at home
- Learning environments not conducive to learning (distracting home environment)

- Goal Setting with students
- Instruction on using test taking strategies
- Utilize the tools that are provided in iReady
- Problem of the day/ Daily warm-up to review previous skills or preview new ELA skills
- PLC Work: Planning, Implementation, CFA's
- Communicating the learning objective and opportunities for practice
- Checking for understanding
- Written and verbal evidence to how
- Explicit foundational reading skills
- Tutor.com used as a resource
- iReady Learning Pathway (Asynchronous homework)

I-Ready ELA D2 On Level (African American)

In 2020-2021 29.17% of our African American/Black student group performed on or above grade level

- Providing hands on materials (packets) as an option during distance learning

I-Ready ELA D2 On Level (Students With Disabilities)

In 2020-2021 8.62% of our Students with Disability student group performed on or above grade level

- Use of a variety of engagement strategies to engage students in learning (thumbs up, thumbs down, visual supports...)
- Providing optional hands on materials (packets) as an option
- Inclusion of students during SEL and Academic (Monday Morning Meetings, projects...)

I-Ready Math D2 On Level

iReady 2019-2020 13.2% (69 students) on or above grade level 2020-21 14.9% (68 students) on or above grade level; an increase of 1.7%

In grades 3-6 2019-20 17% (57 students) are on or above grade level and in 2020-2021 11.5% (36 students) are on or above grade level; a decrease of 3.1%.

- Goal Setting with students
- Use of instructional technology platforms
- Student paced lessons with supports (think central :video lessons, tutorial...)
- Providing opportunities for practice (more practice)
- Tutor.com used as a resource
- Checking for understanding
- PLC Work: Planning, Implementation, CFA's
- iReady Learning Pathway (Asynchronous homework)

I-Ready Math D2 On Level (African American)

In 2020-2021 9.52% of our African American student group performed on or above grade level

I-Ready Math D2 On Level (Students With Disabilities)

In 2020-2021 3.57% of our Students with Disability student group performed on or above grade level

- Use of a variety of engagement strategies to engage students in learning (thumbs up, thumbs down, visual supports...)
- Providing optional hands-on materials (packets) as an option

I-Ready ELA D2 On Level (African American)

- Lack of adult support for students with disability with technology (challenges at home)
- Lack of appropriate supports for student's disability at a distance
- Providing optional hands on materials (packets) as an option

I-Ready ELA D2 On Level (Students With Disabilities)

- Lack of adult support for students with disability with technology (challenges at home)
- Lack of appropriate supports for student's disability at a distance
- Providing optional hands on materials (packets) as an option

I-Ready Math D2 On Level

- Distance Learning
- Technology Challenges
- Limited access to Academic Language models- Students are around their primary home language
- Lack of student engagement/participation in instruction
- Students did not show up to small group instruction
- Lack of adult support for younger students with technology challenges at home
- Learning environments not conducive to learning (students home environment)
- Limited hands on interactions with manipulatives

I-Ready Math D2 On Level (African American)

- Lack of adult support for students with disability with technology (challenges at home)
- Lack of appropriate supports for student's disability at a distance
- Providing optional hands on materials (packets) as an option

I-Ready Math D2 On Level (Students With Disabilities)

- Lack of adult support for students with disability with technology (challenges at home)
- Lack of appropriate supports for student's disability at a distance
- Limited opportunities for inclusion due to distance learning
- Limited opportunities in GE classes utilizing UDL/Accommodations

EL Reclassification Rate

- Lack of assessment alignment in the reclassification of students
- Due to school closure, many students did not complete ELPAC
- Validity of assessments due to distance learning

I-Ready ELA D2 On Level (English Learner)

- Lack of assessment alignment in the reclassification of students
- Due to school closure, many students did not complete ELPAC
- Loss of confidence in validity of assessments due to distance learning

I-Ready Math D2 On Level (English Learner)

- Connect the learning relevant to students backgrounds
- Lack of assessment alignment in the reclassification of students
- Due to school closure, many students did not complete ELPAC
- Loss of integrity of assessments due to distance learning

- Inclusion of students during SEL and Academic learning opportunities (Monday Morning Meetings, projects...)

EL Reclassification Rate

In 2020-2021 1% of EL students were reclassified, in 2019-20 5% of EL students were reclassified

- Use of a variety of engagement strategies to engage students in learning (thumbs up, thumbs down, visual supports...)
- Providing optional hands on materials (packets) as an option
- Disaggregate data to focus on EL standards
- Incorporating Lab School
- Tracking RFEP students quarterly
- Afterschool intervention for LTEL students

I-Ready ELA D2 On Level (English Learner)

In 2020-2021 9.43% of our ELL student group performed on or above grade level

- Use of a variety of engagement strategies to engage students in learning (thumbs up, thumbs down, visual supports...)
- Providing optional hands on materials (packets) as an option
- Disaggregate data to focus on EL standards
- Incorporating Lab School

I-Ready Math D2 On Level (English Learner)

In 2020-2021 8.93% of our ELL student group performed on or above grade level

- Connect the learning relevant to students backgrounds

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

COVID-19 and DISTANCE LEARNING has impeded the intended and actual implementation of actions and budget expenditures to meet these goals. There have been many technology and learning environmental challenges.

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

COVID-19 and distance learning have allowed for staff and students to learn new tools and platforms to support teaching and learning. Platforms will allow for individualized learning pathways to instruct, intervene, challenge and enrich learning based on students' individual needs.

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

1 SSC:

Budget Priorities:

- Continue to focus on reading to provide students with reading skills
- Continue to fund Intervention TSA
- Continue to keep parents informed during coffee hours, SSC and ELAC meetings, fund HSL and parent materials and resources.
- Continue to increase computer engagement and provide technology for students
- Fund incentives and materials to motivate students
- Continue with iReady
- Provide funds for adaptive software in ELA, Math, and ELD
- Continue with afterschool tutoring for identified students
- Continue to fund subs to release teachers to plan
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and to develop action plans to increase student success

2 ELAC:

Budget Priorities:

- Continue to focus on reading to provide students with foundational reading skills
- Provide content support for EL at-risk and long-term
- Reward students that are reclassified R-FEP, fund incentives and materials to motivate students
- Educate parents about ELAC and EL supports
- Continue to fund HSL- Spanish and add Mixteco HSL
- Continue with web-based intervention for EL students with Imagine Learning Licenses, fund morning intervention and provide materials and resources.
- Fund additional tutoring for students in the morning and afterschool for EL at-risk and long-term

3 Staff:

Budget Priorities:

- Continue to fund a 1.0 FTE Intervention TSA
- Continue to have Intervention TSA provide intervention support for grades 3-6
- Continue to have Designated TSA provide intervention for grades K-3
- Start iReady goal setting for students K-6
- Continue to provide technology web subscriptions support (Seesaw, Nearpod, Starfall, RAZ Kids...)
- Continue to work with California Mini-corps Program for intervention and/or provide tutoring support for migrant students.

Action 1

Title: TK- 2 ELA/Literacy Program

[Action Details:](#)

Tiered Levels of Support:

Hidalgo will implement a TK-2 comprehensive reading program to develop proficient readers with the capacity to read and comprehend grade level texts by 3rd grade. To ensure that students will read and comprehend grade level text, a three tiered systematic response to instruction, and intervention will be implemented to continually improve ELA/Literacy instruction.

1. Grades TK-2 will provide a Response to Instruction and Intervention (RTII) approach to develop proficient readers by third grade.

- Tier 1- Implementation of Reading Foundational Standards in all TK-2 classrooms
- Tier 2- Opportunities for differentiated instruction , small flexible groupings and deployment for explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency by frequent monitoring of student progress using RTII system.
- Tier 3- Opportunities for targeted pull out/push-in intervention support during and/or before/afterschool focused on reading foundational skill gaps.

2. Selection of students participating in Tier 2 and RTII Program will be based on multiple measures that diagnose students' understanding and working knowledge in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency. Instruction using the Wonders Curriculum will be differentiated to provide students with targeted instruction.

3. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for foundational reading skills and reading comprehension by providing professional learning based on data trends collected from classroom walk-throughs using the Instructional Practice Guide for literacy, student assessment data and teacher surveys.

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

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG). Walks will include feedback focused on EL instruction.
2. iReady and Interim (for DI) assessment results
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and Power BI data reports.
6. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. PLC Data Chats /Grade Level PLC protocol Collection Tool and Individual Teacher Data Chats

Owner(s):

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students

Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly

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

1. TK-2nd grade will Implement a comprehensive reading program with an emphasis on foundational reading skills and early literacy instruction
 - Utilize the GVC (Guaranteed Mable Curriculum) to implement school-wide reading strategies
 - Lessons will focus on high quality text and include questions and tasks which integrate the standards and build students' comprehension of the text and its meaning
 - Explicit foundational skills lessons being taught are aligned to the reading foundational standards for the grade level
 - Opportunities will be provided for students to practice reading and writing newly acquired skills both in connected text as will as out of context
 - Opportunities will be provided for productive struggle; staging conditions for students to think critically
 - Frequent monitoring of student progress using the TKAG, FAS, iReady and grade level CFA's will drive the content (minimum of 4 CFA's per quarter)
2. Students in grades TK-2 will participate in a 40 minute grade level Response to Instruction and Intervention (RTII) approach to develop proficient readers by 3rd grade. Classroom Teachers will provide Tier 1, Tier 2 and Tier 3 support with Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA and two Inter-Act Fellows. The RTII Team will include but is not limited to: Principal, Vice Principal, Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA classroom teachers, Inter-Act Fellows and school social worker.
 - **Tier 1**-Implementation of Reading Foundational Standards instruction using the GVC in all TK-2 classrooms and differentiated instruction based on student needs during core instruction. TK-2 classrooms will utilize the blended learning structure to provide instructions with targeted instructional strategies, differentiated instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs; more time to learn new concepts, more time to practice concepts or acceleration. Supplemental materials will be purchased to support reading foundation instruction in TK-2 classrooms.
 - **Tier 2**- Opportunities for an extra 40 minutes of RTII time will be provided for all students during at least 4 days a week. RTII structure will small flexible groupings and deployment for explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency by frequent monitoring of student progress. Students in grades TK-2 will participate in grade level RTII during a 40 minute block. Students will be deployed during their designated times to grade level teachers, Designated TSA, Inter-Act Fellows, SEL TSA and social worker. SEL TSA and social worker will provide social emotional learning intervention for identified students in need of social emotional support. Students will be grouped in similar needs and/or reading levels based on multiple measures: iReady, Wonders Phonics Diagnostic Assessment or CFAs. Groups will remain fluid to allow for appropriate targeted foundational reading skills instruction. RTII Team will meet monthly to monitor student progress and make changes to groupings as necessary. Tier 2 instruction and intervention materials will be purchased to support RTII system.
 - **Tier 3**- opportunities for targeted pull out/push in intervention support during and/or before/after school focused on reading foundational skill gaps. Student in need of intensive support will be referred for potential services through the MTSS Team referral system. MTSS Team meetings will be held bi-weekly to review student referrals and coordinate support services. SST meeting will be scheduled by the MTSS Team and conducted once a month. A

oving sub will be provided for teacher participation in SSTs. Students will be identified through the RTII team meetings or the MTSS Team process. Identified students through SST's will receive targeted intensive non-identified pullout/push in support and progress monitoring provided by the SPED Team as space is available.

3. All students will engage in computer literacy daily for 30-60 minute blocks.

- Teachers will provide instruction in using technology platforms such as Teams, Nearpod, and Seesaw to promote digital literacy and support student's personalized learning; improving reading foundational skills and reading comprehension.
- Supplemental technology platforms such as Nearpod and Seesaw will be purchased to support personalized learning.
- Additional adaptive instructional computer programs will be purchased to support reading foundational skills and reading comprehension.
- Technology and other noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy as funds are available.

4. Supplemental service contracts will be provided to certificated/classified staff to provide morning/after school tutoring/intervention using computer based adaptive instructional programs such as Khan Academy. Morning/after school tutoring/intervention adaptive instructional programs and materials will be purchased as funds are available.

5.. Continue to partner with Mini-Corps Tutors to provide tutoring to TK- 2 migrant students during school and after school hours.

6. Afterschool funds will be used to provide ELA and Math instructional supports, homework assistance and enrichment experiences for participating students in grades TK-6

Supports requiring Categorical funding:

A. Certificated substitute teachers will be provided to support teacher short and long-term planning, Professional Learning Communities, data chats, and adapting new technology into the GVC. Subs will also relieve teachers to meet for Student Study Team Meetings.

B. Graphics to print visual support material for English learners and parent communication.

C. Supplemental Service Contracts to be offered to Certificated Teachers to provide afterschool academic support to at-risk students.

D. Materials and supplies including, but not limited to classroom materials, notebooks, paper, pencils, book sets, dry erase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction.

E. ELPAC assessors will be provided to support with test proctoring.

F. Lease a copier to supplement teacher materials printing to support EL instruction.

G. Language Interpreters will support teachers at school functions such as back-to-school night and parent-teacher conferences.

H. Noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased and repaired to support computer literacy as funds are available.

I. Additional adaptive instructional computer programs will be purchased to support reading foundational skills and reading comprehension

J. Babysitting will be provided to promote parent participation in school meetings.

K. Drinks and food snacks will be provided for parent meetings.

L. Admin certificated substitutes will be provided to allow for planning and development of school-wide professional learning and progress monitor practices in diversity and equity.

M. .4375 FTE Home School Liaison (Spanish) will be bridge communication gaps with parent community.

N. .4375 FTE Home School Liaison (Mixteco) will be bridge communication gaps with parent community.

O. .4375 FTE Campus Safety Assistant will support efforts aimed at decreasing disproportionality and suspensions.

P. 1.0 TSA will coordinate and deliver intervention for students in grades 3-6. TSA will also coordinate ELPAC and oversee intervention for EL students.

Q. Materials and supplies will be provided to support the arts, music, and all FUSD Goal 2 extra-curricular involvement.

R. 4 Interact Fellows will support the Tier II and III reading intervention program.

S. Funds will be provided for maintenance and tech repairs.

S. Graphics to support campus culture and communicate school-wide vision and guidelines for success.

Specify enhanced services for EL students:

- Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs
- Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework
- Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly

Specify enhanced services for low-performing student groups:

Students With Disabilities (SWD) will receive the following enhanced services:

- Wonderworks, Unique Curriculum, Star, Wonders, Corrective Reading curriculum will be used to provide targeted instruction for SWD

using ELPAC, iReady and grade level CFA's

- Designated TSA and 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students
- Supplemental Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students
- Site licenses for adaptive English language development programs such as Imagine Learning will be purchased to provide extra ELD support for EL students
- Migrant programs and Mini-Corp programs will target EL students.
- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
- Lab School instructional support will continue in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
- Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

- Differentiate instruction will be utilized for all students to have equal access to the class GVC/Intervention Curriculum.
- Instructional opportunities in whole group, small groups and individual settings with task rigor aligned to the individual needs of each student.
- Paraprofessional will be utilized to provide academic support, student engagement and scaffolded support for student success during all parts of the school day
- Checking for understanding strategies such thumbs up/thumbs down, turn to your partner and restate (if students are verbal), whiteboards or pre- and post- assessments will be used consistently to check for student understanding.
- UDL/Access/Multiple modalities will be allowed for final product for assignments.
- Inclusion opportunities will be provided in all subject areas for all SWD.
- Special Education Teachers will meet with general education counterparts twice per month to co-plan coteaching opportunities in general education inclusion classrooms utilizing Universal Design for Learning(UDL).
- Special Education teachers will provide testing accommodations for RSP students in general education settings.
- Special Day Class Mid-Moderate classes will have two grade level spans.

Action 2

Title: 3-6 ELA/Literacy Program

Action Details:

Hidalgo will implement a comprehensive reading program in grades 3-6 focused on reading strategies and reading comprehension; with the goal of all students moving a least one grade level per year. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for all students struggling with foundational reading skills and reading comprehension.

1. Engage students in lessons focused on high quality text and employ questions and tasks, both oral and written, which integrate the standards and build student's comprehension of the text(s) and its meaning.
2. Utilized the Blended Learning structure to provide instruction with targeted instructional strategies, differentiate instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs: more time to learn new concepts, more time to practice concepts or acceleration.
3. Reading Strategies to include: Close Reading, Text Dependent Questions, Annotation, Collaborative Conversations, Productive Talk, Making Thinking Visible, and Thinking Skills.
4. Engage students in higher levels of thinking reaching levels 2, 3 and 4 using Webb's Depth of Knowledge (DOK).
5. Engage students in assessments that are standards-based.
6. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with foundational reading skills and reading comprehension by providing professional learning based on trends collected from the Instructional Practice Guide for Literacy, student needs and teacher needs.

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

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG),
2. iReady and Interim (for DI) assessment results
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and Power BI data reports.
6. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. PLC Data Chats /Grade Level PLC protocol Collection Tool

Owner(s):

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students

Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly

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

1. All 3-6 students will engage in a comprehensive reading program focused on reading strategies and reading comprehension

- 3-6 will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies and reading comprehension
- Lessons will focus on high quality text and employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text and its meaning
- Explicit foundational skills lessons being taught are aligned to the reading foundational standards for the grade level
- Opportunities will be provided for students to practice reading and writing newly acquired skills both in connected text as well as out of context
- Opportunities will be provided for productive struggle; allowing students to do the thinking
- Frequent monitoring of student progress using the CAASPP/SBAC, iReady and CFAs (minimum of 4 CFAs per quarter) will determine the content being taught; addressing specific skills and knowledge that holds students back from reading grade-level complex text, such as decoding, fluency or factors that contribute to comprehension.

2. Students in grades 3-6 will participate in a 40 minute grade level Response to Instruction and Intervention (RTII) approach to develop grade level proficient readers. Classroom Teachers will provide Tier 1, Tier 2 and Tier 3 support with Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA and two Inter-Act Fellows. The RTII Team will include but is not limited to: Principal, Vice Principal, Designated TSA, 1.0 FTE Intervention TSA, 1.0 FTE SEL TSA, classroom teachers, two Inter-Act Fellows and school social worker.

- **Tier 1**-Implementation of reading instruction using the GVC in all 3rd-6th classrooms and differentiated instruction based on student needs during core instruction. 3rd-6th classrooms will utilize the blended learning structure to provide instructions with targeted instructional strategies, differentiated instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs; more time to learn new concepts, more time to practice concepts or acceleration. Supplemental materials will be purchased to support reading instruction in 3rd-6th classrooms.
- **Tier 2**- Opportunities for an extra 40 minutes of RTII time will be provided for all students at least 4 days a week. RTII structure will provide small flexible groupings and deployment opportunities for explicit instruction in foundational reading skills, foundational standards for the grade level, reading fluency and reading comprehension. Students in grades 3rd-6th will participate in grade level RTII during a 40 minute block. Students will be deployed during their designated times to grade level teachers, Designated TSA, 1.0 FTE Intervention TSA, two Inter-Act Fellows, SEL TSA and social worker. SEL TSA and social worker will provide social emotional learning intervention for identified students in need of social emotional support. Students will be grouped in similar needs and/or reading levels based on multiple measures: iReady, Wonders Phonics Diagnostic Assessment or CFAs. Groups will remain fluid to allow for appropriate targeted foundational reading skills instruction. RTII Team will meet monthly to monitor student progress and make changes to groupings as necessary. Tier 2 instruction and intervention materials will be purchased to support RTII system.
- **Tier 3**- opportunities for targeted pull out/push in intervention support during and/or before/after school focused on reading foundational and comprehension skill gaps. Student in need of intensive support will be referred for potential services through the MTSS Team referral system. MTSS Team meetings will be held bi-weekly to review student referrals and coordinate support services. SST meeting will be scheduled by the MTSS Team and conducted once a month. A roving sub will be provided for teacher participation in SSTs. Students will be identified through the RTII team meetings or the MTSS Team process. Identified students through SST's will receive targeted intensive non-identified pullout/push in support and progress monitoring provided by the SPED Team as space is available.

4. All students will engage in computer literacy daily for 30-60 minute blocks.

- Teachers will provide instruction in using technology platforms such as Teams, Nearpod, and Seesaw to promote digital literacy and support student's personalized learning; improving reading foundational skills and reading comprehension.
- Supplemental technology platforms such as Nearpod and Seesaw will be purchased to support personalized learning.
- Additional adaptive instructional computer programs will be purchased to support reading foundational skills and reading comprehension.
- Technology equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy as funds are available.

5. Supplemental service contracts will be provided to certificated/classified staff to provide morning/afterschool tutoring/intervention using computer based adaptive instructional programs such as Khan Academy. Morning/afterschool tutoring/intervention adaptive instructional programs and materials will be purchased as funds are available.
6. Afterschool funds will be used to provide ELA and Math instructional supports, homework assistance and enrichment experiences for participating students in grades TK-6.
7. Certificated Substitutes will be provided to release teachers to attend Student Study Team Meetings.
8. 1.0 FTE (split-funded .5 FTE to oversee reading intervention for intermediate students)

Specify enhanced services for EL students:

- Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs
- Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework
- Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFAs
- Designated TSA and 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students
- EL Services Dept. will continue to provide afterschool intervention specifically targeting LTEL's. Interact Fellows will conduct small group instruction under the guidance and planning of site-funded TSA. TSA will assign prescribed lessons that aim to develop writing and reading comprehension standards that LTEL's struggle to master, for example W.5.9, SL.5.1 and L.5.3.
- Supplemental Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting at-risk and LTEL students
- Site licenses of adaptive English language development programs such as Imagine Learning will be purchased to provide extra ELD support for EL students
- Migrant programs and Mini-Corp programs will target EL students
- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students
- Lab School instructional support will continue in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
- Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

Specify enhanced services for low-performing student groups:

Students With Disabilities (SWD) will receive the following enhanced services:

- Wonderworks, Unique Curriculum, Star, Wonders, Corrective Reading curriculum will be used to provide targeted instruction for Students with Disabilities (SWD)
- Differentiate instruction will be utilized for all students to have equal access to the class GVC/Intervention Curriculum.
- Instructional opportunities in whole group, small groups and individual settings with task rigor aligned to the individual needs of each student.
- Paraprofessional will be utilized to provide academic support, student engagement and scaffolded support for student success during all parts of the school day
- Checking for understanding strategies such thumbs up/thumbs down, turn to your partner and restate (if students are verbal), whiteboards or pre- and post- assessments will be used consistently to check for student understanding.
- UDL/Access/Multiple modalities will be allowed for final product for assignments.
- Inclusion opportunities will be provided in all subject areas for all SWD.
- Special Education teachers will provide testing accommodations for RSP students in general education settings.
- Special Day Class Mid-Moderate classes will have two grade level spans.
- Special Education Teachers will meet with general education counterparts twice per month to co-plan coteaching opportunities in general education inclusion classrooms utilizing Universal Design for Learning (UDL).

Action 3

Title: TK-6 Math Program

Action Details:

Hidalgo will implement a school-wide comprehensive math program focused on the shifts required by the CCSS for mathematics:

1. Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
2. Coherence: The lesson intentionally connect content to appropriate mathematical concepts within and across grades.
3. Rigor: The lesson intentionally targets the aspects of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

Hidalgo will address teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with mathematics by providing professional learning based on trends collected from the Instructional Practice Guide for Math, incorporate Math Lesson Design, student needs and teacher needs.

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

1. Classroom supervision, walkthroughs and feedback on instructional practices using District Instructional Practice Guide (IPG),
2. iReady and Interim (for DI) assessment results
3. District and grade level benchmark assessment profiles.
4. Student/teacher short term and long term goal setting and monitoring.
5. Atlas and Power BI data reports.
6. iReady, Interim Assessments (DI), SBAC, IAB's and Common Formative Assessments.
7. ELD Progress, ELPAC results, Redesignation criteria, RFEP monitoring, LTEL monitoring.
8. Analyze iReady and Interim Assessments (DI) Proficiency Levels (PL), Average Percent Correct (APC) and utilize Pivot tables.
9. PLC Data Chats /Grade Level PLC protocol Collection Tool

Owner(s):

1. Administrators
2. Teacher, PLC, ILT, TSA's, Admin
3. Teacher, PLC, ILT, TSA's, Admin
4. Teacher, PLC, ILT, Students, TSA's, Admin
5. Teacher, PLC, ILT, TSA's, Admin
6. Teacher, Students, PLC, ILT, TSA's, Admin
7. Teachers, ILT, TSA's and Admin
8. Teachers, ILT, TSA's, Admin.
9. Teachers, Principal, Vice Principal. Students

Timeline:

1. Ongoing
2. Quarterly
3. Fall and Spring
4. Ongoing
5. Fall and Spring
6. Ongoing
7. Ongoing
8. Monthly
9. Quarterly

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

1. All students will engage in a comprehensive math program focused on:
 - Focus: The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
 - Coherence: The lesson intentionally connect content to appropriate mathematical concepts within and across grades.
 - Rigor: The lesson intentionally targets the aspects) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
2. All students will receive Tier 1 and Tier 2 math instruction within their classroom and have opportunities to engage in Tier 3 math intervention.
 - Tier 1- implementation of the GVC and differentiated instruction.
 - Tier 2- opportunities for blended learning/personalized learning environment, fluid groupings, grade level deployment, tutorial and co-teaching.
 - Tier 3- opportunities for targeted pull out/push in support. Students in need of intensive support will be referred for potential services through MTSS Team referrals. MTSS Team meetings will be held bi-weekly to review student referrals and coordinate services. SST meetings will be scheduled by the MTSS Team and conducted once a month. A roving sub will be provided for teacher participation in SST's.
3. All students will engage in computer literacy at least once a week for a 30-60 minute block in the computer lab or in the classroom. Go! Math personal math trainer will be used to provide students with reteach, practice, acceleration, assessments and personalized learning.
 - Khan Academy will be used as part of the personalized learning to provide students with a menu of options during blended learning blocks.
 - Technology equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to support computer literacy, as funds are available.
4. Teachers in grades 5-6 will participate in Math Lesson Design (MLD) professional learning. Sub release time will be provided to allow MLD coaching cycles, planning and visitations.
5. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning/after school tutoring/intervention using adaptive computer based programs. Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SWD.
5. Supplemental Service contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds.
6. Adaptive resources such as Khan Academy and Prodigy will be used to provide personalized learning and reteach. Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SWD.
7. After school funds will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades TK-6.
8. Certificated substitutes will be provided for teachers to attend Math Lesson Design Professional Learning.

Specify enhanced services for EL students:

- Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs
- Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework
- Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFAs
- Designated TSA and 1.0 FTE Intervention TSA will provide additional intervention to support the English Language Development of at-risk and LTEL students
- EL Services Dept. will continue to provide afterschool intervention specifically targeting LTEL's. Interact Fellows will conduct small group instruction under the guidance and planning of site-funded TSA. TSA will assign prescribed lessons that aim to develop writing and reading comprehension standards that LTEL's struggle to master, for example W.5.9, SL.5.1 and L.5.3.
- Supplemental Contracts for Certificated/Classified staff will be offered to provide morning and afterschool tutorial homework center targeting EL students
- Site licenses of adaptive English language development programs such as Imagine Learning will be purchased to provide extra ELD support for EL students
- Migrant programs and Mini-Corp programs will target EL students.
- PLC's will analyze EL student data from the common assignments, common formative assessments, iReady, and ELPAC to progress monitor EL and RFEP students.
- Lab School instructional support will continue in the form of staff professional learning, coaching, supplemental materials and implementation of evidence-based practices.
- Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

Specify enhanced services for low-performing student groups:

- Go! Math, Unique Curriculum, Number Worlds curriculum will be used to provide targeted instruction for SWD
- Differentiate instruction will be utilized for all students to have equal access to the class GVC/Intervention Curriculum.
- Instructional opportunities in whole group, small groups and individual settings with task rigor aligned to the individual needs of each student.
- Paraprofessional will be utilized to provide academic support, student engagement and scaffolded support for student success during all parts of the school day
- Checking for understanding strategies such as thumbs up/thumbs down, turn to your partner and restate (if students are verbal), whiteboards or pre- and post- assessments will be used consistently to check for student understanding.
- UDL/Access/Multiple modalities will be allowed for final product for assignments.
- Inclusion opportunities will be provided in all subject areas for all SWD.
- Special Education teachers will provide testing accommodations for RSP students in general education settings.
- Special Day Class Mild-Moderate classes will have two grade level spans.
- Special Education Teachers will meet with general education counterparts twice per month to co-plan coteaching opportunities in general education inclusion classrooms utilizing Universal Design for Learning(UDL).

Action 4

Title: Long-Term English Learners

Action Details:

Hidalgo will implement a school wide plan to decrease Long-Term English Learners (LTEL's) and increase the number of students moving up a level by providing ongoing support that aligns EL instruction with State Standards through integrated, designated, and extended learning opportunities.

Teachers will use ELA/ELD State Standards to guide instruction in literacy with integrated ELD and monitoring the implementation of ELA/ELD State Standards, Frameworks, and instruction LTEL's will be targeted for reading intervention opportunities.

District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with admin/teacher teams to accelerate student progress and reclassification. 1.Coaching Cycle for teachers 2. Provide staff development of state standards and effective instruction

Reasoning for using this action:	<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

1. ATLAS, Power BI, and California School Dashboard data will be utilized to monitor progress towards meeting the EL Redesignation goals.
2. Teachers will utilize the ELPAC Progress Monitoring Status Report from ATLAS to monitor growth and gaps for EL students.
3. Teachers will conduct ongoing data chats with our EL students to identify gaps in meeting Redesignation criteria.
4. Annual ELPAC assessments will be utilized to monitor student progress and used to provide extra support for EL's in the area of reading, writing, listening and speaking.
5. Teachers will monitor identified EL student progress with use of the Imagine Learning software diagnostic assessment.
6. Teachers will monitor students who have been redesignated from English Learner to Redesignated-Fluent English Proficient (R-FEP). Monitoring student progress is intended to ensure that redesignated students continue to excel academically at the beginning of each quarter

Owner(s):

1. Principal/Vice Principal, TSA, ILT and CCT
2. Vice Principal, Teachers
3. Teachers
4. Vice Principal, TSA and Resource Teacher
5. TSA, Teachers
6. Vice Principal, Teachers

Timeline:

1. Monthly
2. Quarterly
3. Ongoing
4. September and January
5. Monthly
6. Quarterly

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

1. Teachers will use the district adopted GVC to provide designated ELD instruction during differentiated instructional time.
2. Teachers will use Integrated ELD strategies, the ELA/ELD State Standards, and district adopted curriculum to provide Tier 1 instruction in English Language Development for all EL students.
3. Identified EL students will be given access to Tier 2 Imagine Learning adaptive software to develop language and literacy concepts, basic vocabulary, academic language, grammar, phonological awareness, phonics and fluency during blended learning blocks in support of personalized learning. Identified at-risk and LTEL students will have opportunities to participate in before or after school Imagine Learning sessions provided by certificated/classified staff.
4. Targeted EL students in grades 4th-6th who are identified as long-term or at-risk will receive Tier 2 pull out ELD instruction focused on reading, speaking and listening standards provided by the 1.0 FTE Intervention TSA,
5. EL students will engage in computer literacy at least once a week in the classroom. Designated Schools TSA will provide instructional support in using computer program/software to promote digital literacy and support student's personalized learning. Imagine Learning and other software will be purchased to develop language and literacy concepts and reading comprehension. Technology equipment such as computers, tablets, computer carts and any technology related equipment will be purchased to support computer literacy and English Language Development.
6. Supplemental service contracts will be provided to certificated and classified staff to provide a morning or after school EL intervention using online learning platforms. Software such as Imagine Learning will be purchased to support English Language Development of identified at-risk and LTEL students.

Resources requiring funding:

- A. Materials and supplies including, but not limited to classroom materials, notebooks, paper, pencils, book sets, fry erase markers, crayons, classroom technology, student devices, poster paper, printer ink, printer lease agreement, speakers and other technologies to support instruction such as web subscriptions.
- B. Graphics to print visual support material for English learners and parent communication.
- C. ELPAC assessors will be provided to support with test proctoring.
- D. Lease a copier to supplement teacher materials printing to support EL instruction.
- E. Language Interpreters will support teachers at school functions such as back-to-school night and parent-teacher conferences.
- F. Technology and other noncapitalized equipment such as computers, tablets, computer carts or any technology related equipment will be purchased to accelerate English language acquisition.
- G. Babysitting will be provided to promote parent participation in school meetings in service of English Learners.
- H. Drinks and food snacks and materials will be provided for parent meetings.
- J. .4375 FTE Home School Liaison (Spanish) will be bridge communication gaps with parent community.

K. .4375 FTE Home School Liaison (Mixteco) will be bridge communication gaps with parent community.

L. 1.0 fte (.5 fte to support EL students)TSA will coordinate ELPAC and oversee intervention for EL students at Tiers II and III. TSA will act as Lab School coordinator in conjunction with EL services to establish rigorous learning environments for English learners.

M. Certificated Substitutes will be provided short and long-term planning, professional learning communities, and adapting new technology for English learners.

Specify enhanced services for EL students:

1. Teachers will provide designated ELD, Integrated ELD and targeted small group instruction of ELs
 - Integrated and designated ELD instruction in all subject areas and driven by ELA/ELD Framework
2. Teachers will monitor progress of ELs English Language Development and R-FEP students quarterly using ELPAC, iReady and grade level CFA's
3. EL students will be provided with designated ELD instruction during differentiated instructional time.
4. Integrated EL strategies will be used to support students in all content areas.
5. Targeted (long term/at risk) EL students in grades K-6 will receive Tier 2 and 3 intervention supports focused on EL reading, speaking and listening standards provided by the Resource Teacher and or morning/after school EL Specify enhanced services for EL students:
6. Certificated/classified staff to provide a morning and/or after school EL intervention using computer based programs.
7. ELPAC Progress Monitoring Status Report from ATLAS will be utilized to monitor growth and gaps for EL students. FUSDR-FEP Monitoring forms will be utilized to monitor students who have been redesignated from English Learner to Redesignated-Fluent English Proficient (R-FEP).
8. Teachers will provide ongoing data chats with our EL students to discuss ELPAC results and identify gaps in meeting Redesignation criteria.
9. ELPAC assessors will administer the ELPAC assessment.
10. EL Services Dept. will continue to provide afterschool intervention specifically targeting LTEL's. Interact Fellows will conduct small group instruction under the guidance and planning of site- funded TSA. TSA will assign prescribed lessons that aim to develop writing and reading comprehension standards that LTEL's struggle to master, for example W.5.9, SL.5.1 and L 5.3.
11. Admin will review teacher PLC minutes, Week at a Glance, planning and communication tools such as lesson plans to monitor faithful implementation of integrated and designated ELD instruction.

Specify enhanced services for low-performing student groups:

1. Supplemental service contracts will be offered to certificated and classified staff to provide a morning/after school tutoring/intervention using computer based programs. Identification for targeted students will be based on data collected from ATLAS or Power BI.
2. Supplemental contracts will be provided to certificated/classified staff to provide homework help, tutoring and/or intervention after school.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificated Subs ** NO IEPS **	10,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online Subscriptions: Seesaw, Nearpod, Reflects Math, A-Z Reading, Writing without Tears, & iExcel	1,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies ** NO FOOD OR INCENTIVES **	1,626.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Interact Fellows @ 4 hrs daily	56,090.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement No Food/Incentives	1,854.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	5,857.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Suuplies	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Subs for Planning	1,406.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology to Support Instruction	26,150.00
G1A1	One-Time School	Instruction	Copier Maint			Copier Maintenance	500.00
G1A2	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5000		73,019.00
G1A2	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5000		73,019.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Copier Lease Agreement	2,500.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs for EL Planning	5,857.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			EL Supplemental Service Contracts	2,183.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for EL	6,000.00
G1A4	LCFF: EL	Instruction	Direct-Graph			: Graphics	627.00

\$278,188.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	70 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Hidalgo staff will nurture and cultivate self-directed learners by provide real-world learning experiences for all students.

1. School wide implementation of behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention and Restorative Practices will promote social skills, personal responsibly, goal setting and leadership skills.
2. School-wide implementation of meaningful work will provide all students with real-world learning experiences.
3. All PK-6 teachers will use the Leader In Me and The 7 Habits of Happy Kids books to promote responsibility, planning ahead, respect for others, teamwork and balance. The goal of these books are to create a common language for students to use with staff and parents as they apply the habits to their development as leaders of their own lives.
4. School-wide opportunities for all students to engage in college, career and the community.
5. Virtual recess opportunities were provided (Chillaxn with Mrs. Jones) for students to congregate during recess to continue to feel connected with other students and adults.

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

Student-centered real world learning experience - Site Defined

CoVid closures have reduced or eliminated opportunities for students to participate in real-world learning experiences across all student demographics.

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

2020-2021 school closures and distance learning impeded opportunities for students to engage in real-world experiences.

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

2021-2022 SPSA lists viable goals and actions that aim to specifically address the greatest growth opportunities as revealed by the spring Climate and Culture Survey. See Step 1, Part 2. New partnerships with community agencies and programs will be created.

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

1 SSC:

School site council responded with strong support in staff's efforts to make learning engaging. They applauded teachers who have incentivized learning to motivate their students.

2 ELAC:

ELAC committee was presented Panorama Data on 4/8/21. The committee was also elated to learn that language support services are being provided for 21-22. Parents were excited to participate in any efforts that would lead to providing real-world learning experiences.

3 Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions. Certificated Teachers' survey results revealed a significant need for training in cultural competence. Only 34% of certificated staff answered favorably to having been trained in Cultural Competence. Our greatest opportunity for growth rests in how often we teach people the effect that their ethnicity and gender have on those around them a reality in your workplace, with only 27% favorable responses. There is a clear need to continue having discussions that address cultural differences to raise awareness and reflection in their own belief systems. All certificated teachers received training in the fall and early spring, however there remains a clear need deepen our conversations and personal reflections on the subject.

Action 1

Title: Self-Directed Learners with Real-World Learning Experiences

Action Details:

Hidalgo staff will nurture and cultivate self-directed learners by providing real-world learning experiences for all students.

1. School wide implementation of behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention and Restorative Practices will promote social skills, personal responsibility, goal setting and leadership skills.
2. School wide implementation of meaningful work will provide all students with real-world learning experiences.
3. All PK-6 teachers will use the Leader In Me and The 7 Habits of Happy Kids books to promote responsibility, planning ahead, respect for others, teamwork and balance. The goal of these books are to create a common language for students to use with staff and parents as they apply the habits to their development as leaders of their own lives.
4. School wide opportunities for all students to engage in college, career and the community.
5. Partnerships with local community agencies will be established to promote real-world learning experiences. PAL Program, Young Eagles (Aviation Education), Kiwanis Club, Every Neighborhood Partnership, Feeder Schools' campus

clubs. Students

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

- 1.Data for office referrals will be collected and reviewed by the Climate and CultureTeam quarterly.
 - Office Referrals (Levels of Behavior)
 - Office referral rate by teacher analysis.
 - Monthly data collection on suspension.
2. Climate and Culture Team will conduct classroom walkthroughs focusing on implementation of:
 - Second Step Lessons
 - Class Meetings
 - CHAMPS
3. Climate and Culture Team will review, analyze and use staff, student and parent surveys to plan professional learning and next steps.
 - Review and analyze Panorama Education student surveys on 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.
 - Review and analyze Panorama Education survey students 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.
 - Review and analyze Panorama Education survey students data of students that responded "Most of the time" or "All of the time" to "I feel like I am part of this school" question.
- 4.Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School wide data will be collected and shared with staff on a regular basis. Culture of Learning:
 - Is there a culture of learning and high expectations in this classroom?
 - Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
 - Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
 - Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
 - Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

Owner(s):	Timeline:
Climate and Culture Team	Quarterly
Climate and Culture Team	Quarterly
Climate and Culture Team	Annually
Climate and Culture Team, Principal and Vice Principal	On-going

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

1. Positive behavior supports such as Soaring Eagle Students (student of the week), Pride Eagles (student of the month) and Weekly Habit drawings will be provided for students who are making positive decisions in becoming a leader. Student success incentives such as stickers, pencils, water bottles , drawstring backpacks will be purchased
 - Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with incentives.
 - Soaring Eagle students will be rewarded weekly to students who have made short term goals with the guidelines for success P.R.I.D.E (Proactive, Respectful, Integrity, Dedication and Empathetic) or practice one or more of the 7

Habits.

- PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success and the 7 Habits of Happy Kids. PRIDE Eagles will receive a student of the month picture provided by Larson Brothers. PRIDE Eagles will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.

2. All PK-6 grade classrooms will implement:

- CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
- Behavior Management Plan (turned into administration before the first day of school)
- OLWEUS Bullying Prevention Program
- Restorative Practice Counselor (RPSC) will support at Tiers I and II by providing professional for staff. RPSC will also facilitate restorative chats with students after administrators have concluded investigations involving student to student and student to teacher inter-relational conflict.
- The 7 Habits for Happy Kids and companion book- Leader in Me
 - Habit 1 Be Proactive * You're in charge
 - Habit 2 Begin with the End in Mind * Have a plan
 - Habit 3 Put First Things First* Work first, then play
 - Habit 4 Think Win-Win * Everyone can win
 - Habit 5 Seek First to Understand, Then to Be Understood * Listen before you talk
 - Habit 6 Synergize *Together is better
 - Habit 7 Sharpen the Saw* Balance feels best

3. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention and development of the 7 Habits of Happy Kids.

All PK-6 grade classrooms will develop and implement data portfolios to memorialize student accomplishments and student goals. Materials to implement student portfolios such as binders and sheet protectors will be purchased.

4. Awards assemblies will be held to recognize student accomplishments. Incentives such as awards, medals and trophies will be purchased to recognize student accomplishments

- Academic awards: Principal's Award, Honor Roll, Merit List, Perfect Attendance, and Citizenship.
- Athletic: MVP, Sportsman, Most Improved, Team Spirit

5. PR- Personal Responsibility points will be implemented in Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria. Quarterly assemblies will provide positive behavior rewards at the end of each quarter for any student not referred to the office. Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties or field trips for students who have retained all their personal responsibility points. PR points will be included in student portfolios.

6. All students will participate in a variety of career opportunities through field trips, career speakers, career fairs and research presentations provided by our District and Site funds.

7. Students will have opportunities to be employed for school job positions through meaningful work. A job fair, and interviews will be held at the beginning of each semester for open positions. Student job positions will include but not be limited to the following: leadership, morning announcements, traffic patrol, cafeteria helpers, cross-age tutors, peer mediators, equipment monitors, pollution patrol and store clerks. Students will be paid weekly with Eagle Bucks. Eagle Bucks will be issued bi-weekly. Eagle Bucks can be used to purchase items at the Eagle Store.

- A supplemental contract will be provided for certificated/classified staff to coordinate, organize and run meaningful work and the Eagle Store.

8. All students will be provided with opportunities to visit and participate in a wide variety of college, career, leadership and community events and activities such as: Read to Kids Day, Talent Show, Student Assemblies, Peach Blossom, Choir, Band, and Men of Character, K-Kids Community Service Club, Men of Character, East Fresno Kiwanis Club or Student Leadership.

- Student field trips and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
- Transportation (bus) will be provided to local events for students to participate.
- Materials and supplies to support student engagement in college and careers activities will be purchased to promote college and career readiness.

9. Supplemental service contracts will be provided for certificated/classified staff to coordinate and supervise morning, lunch or afterschool clubs and electives.

10. Targeted students will participate in the Young Eagles Program to learn about and experience aviation.

Specify enhanced services for EL students:

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies

Specify enhanced services for low-performing student groups:

1. Administration and teachers will reach out to targeted students: EL, foster youth, African American and SWD to

throughout the year. (Soaring Eagle, PRIDE Eagles, awards assemblies, R-FEP recognition.)

2. Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.

3. Each teacher will specifically review positive behavior rewards and activities during back to school night and fall parent conferences.

4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

5. Home School Liaison will provide translations for parents meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.

6. Babysitting/translation will be provided to allow EL parents to participate in school parent activities

encourage student participation in building character and competencies for workplace success.

2. 1.0 SEL TSA, School Social Worker, CWAS, All For Youth and Restorative Practices Counselor will provide support for targeted students at Tier II based on social emotional needs to build character and competencies for workplace success.

3. Increase opportunities for underrepresented student groups to expand real-world experiences:

- participation in clubs or activities will not be dependent on meritorious academic achievements but based on exhibit of guidelines for success P.R.I.D.E
- identified underrepresented students will participate in student leadership roles: Eagle Leaders, K Kids, Peer Mediation

4. Provide opportunities for inclusion for Students with Disabilities:

- Increase participation of SWD by allowing for peer buddies in clubs and athletics
- GE students participation in Special Olympics
- inclusion opportunities for Alternative Learning Placement (ALP/SDC) Special Day Classes for lunch/class meetings/PE/Goal 2 Activities

5. Restorative Practice Counselor (RPSC) will support at Tiers I and II by providing professional for staff. RPSC will also facilitate restorative chats with students after administrators have concluded investigations involving student to student and student to teacher inter-relational conflict.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Supplemental Services	2,536.00

\$2,536.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		30.06 %	2020-2021	20.06 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		44.66 %	2020-2021	34.66 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		59.52 %	2020-2021	49.52 %
Suspensions students with 1 or more (African American)		0 %	2020-2021	0 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism
 In 2020-21 16.67% (106 students) students have chronic attendance and 18.4% (117 students) have severely chronic attendance.

Chronic Absenteeism (African American)
 In 2020-21 18.42% (7 students) had chronic attendance and 39.47% (15 students) had severely chronic attendance.

Chronic Absenteeism (Students with Disabilities)
 In 2020-21 20.62% (20 students) had chronic attendance and 23.7% (23 students) had severely chronic attendance.

Suspensions students with 1 or more
 Due to distance learning in 2020-2021, suspension students with 1 or more is at 0%

Suspensions students with 1 or more (African American)
 Due to distance learning in 2020-2021, African American suspension with 1 or more is at 0%

Suspensions students with 1 or more (Students With Disabilities)

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

Chronic Absenteeism
 Participation in extracurricular activities is sometimes available on a privileged or based on merit/grades. During 21-22, athletic coaches and campus club organizers will increase participation rate of targeted underrepresented subgroups not to exclude students who have not met meritorious academic achievements.

Chronic Absenteeism (African American)
 Participation in extracurricular activities is sometimes available on a privileged or based on merit/grades. During 21-22, athletic coaches and campus club organizers will increase participation rate of targeted underrepresented subgroups not to exclude students who have not met meritorious academic achievements.

Chronic Absenteeism (Students with Disabilities)
 Participation in extracurricular activities is sometimes available on a privileged or based on merit/grades. During 21-22, athletic coaches and campus club organizers will increase participation rate of targeted underrepresented subgroups not to exclude students who have not met meritorious academic achievements.

Suspensions students with 1 or more
 20-21 did not reveal specific demographic inequities. There were no suspensions to report.

Due to distance learning in 2020-2021, Students with Disabilities suspension with 1 or more is at 0%

Suspensions students with 1 or more (African American)

20-21 did not reveal specific demographic inequities. There were no suspensions to report.

Suspensions students with 1 or more (Students With Disabilities)

20-21 did not reveal specific demographic inequities. There were no suspensions to report.

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

2020-2021 school closures and distance learning created a narrow range of opportunities for students to engage in school and community activities. At Hidalgo, no opportunities were afforded to students at the guidance of the district office.

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

School Site Council will approve the 2021-2022 SPSA with viable goals and actions that aim to specifically address the greatest growth opportunities as revealed by the spring Climate and Culture Survey.

See Step 1, Part 2. These changes can be found in SPSA Goal 3, Action 1.

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

1 SSC:

School site council responded with a virtual applause in celebration of the plans to onboard a Mixteco and Spanish speaking home school liaison. Parent and Staff councilmembers alike expressed relief over the acquisition of language support resources for the upcoming year.

2 ELAC:

ELAC committee was presented Panorama Data on 4/8/21. The committee was also elated to learn that language support services are being provided for 21-22.

3 Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions. Certificated Teachers' survey results revealed a significant need for training in cultural competence. Only 34% of certificated staff answered favorably to having been trained in Cultural Competence. Our greatest opportunity for growth rests in how often we teach people the effect that their ethnicity and gender have on those around them a reality in your workplace, with only 27% favorable responses. There is a clear need to continue having discussions that address cultural differences to raise awareness and reflection in their own belief systems. All certificated teachers received training in the fall and early spring, however there remains a clear need deepen our conversations and personal reflections on the subject.

Action 1

Title: Chronic Absenteeism and Attendance Rate

Action Details:

Hidalgo will implement a school wide incentive program to promote school wide attendance to reach the goal of 95%attendance. Attendance will be monitored through daily attendance phone calls, the SARB process, bi-monthly attendance parent meetings and home visits. Monthly and quarterly incentives for students and parents either making progress toward or achieving 95%attendance rate will be provided.

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

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. ATLAS attendance report. School Messenger Attendance report	Office Assistant, CWAS, HSL	Daily
2. Chronic Absence report	Office Assistant, CWAS, HSL	Daily
3. Review Power BI Attendance indicators by subgroups and grade level.	Office Assistant, CWAS, HSL	Daily
4. MTSS Team will meet bi-weekly to review and analyze the attendance data of students school wide and individually. Review actions placed with individual students..	MTSS Team	Bi-Weekly

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

- Office Assistant, CWAS and .4375 Mxteco HSL and .4375 Spanish HSL will facilitate student and parent outreach to encourage daily attendance.
 - CWAS provides interventions for near chronic students at 86% - 90% attendance: attendance incentive chart, 1:1 attendance chat, attendance/mentoring group, monthly parent contact/home visit, parent attendance conference meetings and attend the Saturday Academy session to remove an absence from their attendance record.
 - CWAS provides interventions for severe chronic students at 85% and below: incentive chart, 1:1 attendance chat, attendance/mentoring group, monthly parent contact/home visit, parent attendance conference meetings, district provided supports, SARB and attend Saturday Academy session to remove an absence from their attendance record.
- Monthly Attendance BINGO games will be provided as an incentive for attendance.
- Students with monthly perfect attendance will be entered into a drawing to win a bike, helmet and bike lock provided by a community partner.
- CWAS, .4375 Mxteco HSL and .4375 Spanish HSL will make home visits for those students who are have chronic absenteeism. An incentive program will be provided to reward students with improved attendance. Students showing significant improvement in attendance will receive a positive letter home from the office.
 - Awards will be given to students that have improved their attendance percentage over a 3 month period.
 - Incentives will be purchased for students to increase attendance rate.
- All classrooms will participate in the "Perfect" attendance campaign. All classrooms that have perfect attendance 7 times spelling the word "Perfect" will receive incentives provided by their teacher. Class perfect attendance incentives

will be determined by the PLC team and funded by site categorical or ASB funds. Students with 100% attendance rate will receive a quarterly incentive/award for example Quarter 1 Popsicle, Quarter 2 Doughnuts & hot chocolate, Quarter 3 Shaved Ice and Quarter 4 Ice Cream Sundae.

6. Staff will be provided with extra pay contracts to facilitate clubs and community activities before or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.

7. 1.0 FTE SEL TSA, CWAS, School Social Worker, Restorative Practices Counselor and All For Youth Counseling support will be provided for targeted students based on social emotional needs to improve attendance.

8. Provide incentives such as positive phone calls, awards, certificates and prizes will be purchased for students with perfect attendance.

9. Supplemental service contracts will be provided for babysitting, interpreters, school events and for parent meetings in support of school attendance.

10. .4375 fte Campus Safety Assistant will support increasing student attendance by building relationships with students and support implementation of self-regulation strategies when students become dysregulated in the classroom.

Specify enhanced services for EL students:

1. CWAS, Mixteco and Spanish Home School Liaisons and staff will contact EL parents by telephone for student celebrations assemblies throughout the year (attendance awards, Soaring Eagles, PRIDE Eagles, semester awards assemblies, R-FEP recognition) and absences.

2. Parents will be invited to ELAC meetings, parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events. The importance of attendance and consequences will be discussed with parents.

3. Each teacher will specifically review positive behavior rewards, attendance rewards and activities during back to school night and fall parent conferences.

4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards, awards and perfect attendance rewards.

5. Supplemental Service contracts will be provided for babysitting, interpreters, school events and for parent meetings.

Specify enhanced services for low-performing student groups:

The CWAS will provide counseling and build relationships with the Homeless, African American, and SWD groups demonstrating poor attendance. Student and family supports will include:

- Incorporate Incentive Charts to motivate the unmotivated learner.
- Immediate supports for prior year chronic students
- CWAS will conduct attendance chats with chronically absent students.
- Practice connecting w Students (2x10)
- Attendance/Mentoring Group
- School staff will make weekly Parent Contact/Home to praise positive behavior
- Attendance intervention with parents
- Leverage district MTSS Tiered supports from Department of Prevention and Intervention.
- Leverage the SARB Team for students who are chronically absent.
- School Social worker parent /child intervention
- Student Success Team will explore SEL and /or academic supports for students referred by the MTSS Team.
- Identified students will be encouraged to attend the Saturday Academy session to remove an absence from their attendance record.
- Community resources related to food, shelter and other personal necessities
- Social services resources will be provided related to medical and Social emotional supports
- Parent education will be provided on positive discipline in the home.

.4375 Mixteco and .4375 Spanish Home School Liaisons will make home and school connections with students and families to provide supports needed to improve attendance. Supports will include:

- Community resources related to food, shelter and other personal necessities.
- Social services resources related to medical and SE supports.
- Parent education in positive behavior supports at home and school.
- Communication with students and families (Peachjar, newsletters, flyers, school messengers) to increase student engagement in school and community activities.

Action 2

Title: Suspension Rate

[Action Details:](#)

Hidalgo will implement a Climate and Culture component and a tiered level system of social emotional supports to decrease suspensions; keeping students engaged in their school and community. The Climate and Culture Team will lead the work in building systems and processes to continuously improve the culture and climate of the school for all students, staff and parents.

Tier 1- All PK-6 grade teachers will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention, Restorative Practices, Leader In Me and 7 Habits of Happy Kids to promote personal responsibility and social skills to reduce office referrals, reduce suspension rates and enhance time in class.

Tier 2-Identified students will have opportunities to participate in social-emotional and targeted positive behavior support systems through pull-out/push-in support provided by the 1.0 FTE SEL TSA, School Social Worker and RP Counselor.

Tier 3- Identified students will have opportunities to participate in social skills groups and/or individual therapy provided by the School Social Worker, RP Counselor and All for Youth Counseling. MTSS Team will identify and review Tier 1, Tier 2, and Tier 3 students to ensure necessary interventions, supports and monitoring occurs.

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

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

Owner(s):

Timeline:

1.Data for office referrals will be collected and reviewed by the Climate and Culture Team quarterly.

Climate and Culture Team

Bi-Monthly

- Office Referrals (Levels of Behavior)
- Office referral rate by teacher analysis.
- Monthly data collection on suspension (number of students suspended, reasons for suspension, types of misbehavior and location of misbehavior).

2. Climate and Culture Team will conduct classroom walkthroughs will focus on implementation of:

Climate and Culture Team

- Second Step Lessons
- Class Meetings
- CHAMPS
- Leader In Me & 7 Habits of Happy Kids
- Student Engagement/Time on Task

3 Climate and Culture Team will review, analyze and use staff, student and parent Climate and Culture surveys to plan professional learning and next steps.

Climate and Culture Team

- Social-Emotional Learning Survey-Positive Student Responses
- Climate & Culture Survey: Positive Student Responses
- Climate & Culture Survey: Positive Staff Responses
- Climate & Culture Survey: Positive Parent Responses

4.Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School wide data will be collected and shared with staff on a regular basis. Tenet 1 Culture of Learning: Is there a culture of learning and high expectations in this classroom?

Climate and Culture Team, Principal and Vice Principal

- Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
- Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
- Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

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

1. Culture and Climate Team will meet a minimum of once a month to review the data from classroom walkthroughs, suspension, misbehaviors, and surveys to determine the culture and climate of the Hidalgo, the needs of the campus and to plan professional learning.

2. Positive behavior supports such as Soaring Eagle Students (student of the week), Pride Eagles (student of the month) and Weekly Habit drawings will be provided for students who are making positive decisions in becoming a leader. Student success incentives such as stickers, pencils, water bottles, drawstring backpacks will be purchased

- Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with incentives.
- Soaring Eagle students will be rewarded weekly to students who have made short term goals with the guidelines for success P.R.I.D.E (Proactive, Respectful, Integrity, Dedication and Empathetic) or practice one or more of the 7 Habits.
- PRIDE Eagles will be rewarded monthly to students who practice P.R.I.D.E, the guidelines for success and the 7 Habits of Happy Kids. PRIDE Eagles will receive a student of the month picture provided by Larson Brothers. PRIDE Eagles will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early

3. All PK-6 grade classrooms will implement:

- CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
- Behavior Management Plan (turned into administration before the first day of school)

- OLWEUS Bullying Prevention
- Restorative Practices
- The 7 Habits for Happy Kids and companion book- Leader in Me

- Habit 1 Be Proactive * You're in charge
- Habit 2 Begin with the End in Mind * Have a plan
- Habit 3 Put First Things First* Work first, then play
- Habit 4 Think Win-Win * Everyone can win
- Habit 5 Seek First to Understand, Then to Be Understood * Listen before you talk
- Habit 6 Synergize *Together is better
- Habit 7 Sharpen the Saw* Balance feels best

4. Professional development and read aloud books will be purchased to support behavior management, positive behavior, bullying prevention and development of the 7 Habits of Happy Kids.

5. All PK-6 grade classrooms will develop and implement data portfolios to memorialize student accomplishments and student goals. Materials to implement student portfolio's such as binders and sheet protectors will be purchased.

6. Awards assemblies will be held to recognize student accomplishments. Incentives such as awards, medals and trophies will be purchased to recognize student accomplishments

- Academic awards: Principal's Award, Honor Roll, Merit List, Perfect Attendance, and Citizenship.
- Athletic: MVP, Sportsman, Most Improved, Team Spirit

7. PR– Personal Responsibility points will be implemented in Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria. Quarterly assemblies will provide positive behavior rewards at the end of each quarter for any student not referred to the office. Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties or field trips for students who have retained all their personal responsibility points. PR points will be included in student portfolios.

8. All students will participate in a variety of career opportunities through field trips, career speakers, career fairs and research presentations provided by our District and Site funds.

9. Students will have opportunities to be employed for school job positions through meaningful work. A job fair, and interviews will be held at the beginning of each semester for open positions. Student job positions will include but not be limited to the following: leadership, morning announcements, traffic patrol, cafeteria helpers, cross-age tutors, peer mediators, equipment monitors, pollution patrol and store clerks. Students will be paid weekly with Eagle Bucks. Eagle Bucks will be issued bi-weekly. Eagle Bucks can be used to purchase items at the Eagle Store.

- A supplemental contract will be provided for certificated/classified staff to coordinate, organize and run meaningful work and the Eagle Store.

10. All students will be provided with opportunities to visit and participate in a wide variety of college, career, leadership and community events and activities such as: Read to Kids Day, Talent Show, Student Assemblies, Peach Blossom, Choir, Band, and Men of Character, K-Kids Community Service Club, Men of Character, East Fresno Kiwanis Club or Student Leadership.

- Student field trips and assemblies will be funded to explore options of career and college readiness that encourages students to succeed in the classroom.
- Transportation (bus) will be provided to local events for students to participate.
- Materials and supplies to support student engagement in college and careers activities will be purchased to promote college and career readiness.

11. Supplemental service contracts will be provided for certificated/classified staff to coordinate and supervise morning, lunch or afterschool clubs and electives.

12. .4375 FTE Campus Safety Assistant to ensure the campus is safe and monitor students on campus and supervise problem areas. Be a mentor for identified students.

Specify enhanced services for EL students:

1.Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle, PRIDE Eagles, awards assemblies, R-FEP recognition.)

2. Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.

3. Each teacher will specifically review positive behavior rewards and activities during back to school night and fall parent conferences.

4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

Specify enhanced services for low-performing student groups:

African American, Homeless, SWD and Hispanic student groups will be provided will be provided with these supports:

- Intervention/Behavior Specialist TSA to work directly with teachers and At-Risk students to provide support on climate of the school.
- .4375 FTE Campus Safety Assistant to ensure the campus is safe and monitor students on campus and supervise problem areas. Be a mentor for identified students.
- Comprehensive Behavior Plan will be developed to support students struggling with behavior expectations and SE skills
- A District Provided Restorative Practice Counselor two days a week

5. Home School Liaison will provide translations for parents meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.

6. Babysitting/translation will be provided to allow EL parents to participate in school parent activities

- School social worker will provide services to students at Tier III.
- Child Welfare Attendance Specialist will provide counseling and build relationships with the Homeless, African American, and SWD groups, demonstrating poor attendance.
- MTSS team will meet regularly to discuss and structure supports for most at-risk student groups.
- Child Welfare and Attendance Specialist will facilitate a girl power group to promote attendance for chronically absent students in the most at-risk student groups.
- Hidalgo Admin will establish a partnership with Fresno Police Dept. and DPI to establish a Men of Character Program to promote positive lifestyle and healthy habits from our most at-risk students.
- Encouraged to participate in clubs and sports during the school year.
- Interagency Child Empowerment Team (ICET) district support meeting to provide supports for the tier 3 students.
- Special Education Behavioral Interventions and support personnel.
- Translators will be provided for parents
- Offer Parenting Classes through partnership with Parent University
- Restorative Practice Counselor (RPSC) will support at Tiers I and II by providing professional for staff. RPSC will also facilitate restorative chats with students after administrators have concluded investigations involving student to student and student to teacher inter-relational conflict.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	Campus Assistant	18,318.00

\$18,318.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		72.77 %	2019-2020	82.77 %
Staff Goal - Site Defined		0 %	2020-2021	4 %
Student Survey - Caring Adult (Hispanic)		73.99 %	2019-2020	79.99 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

The current single plan for student achievement does not provide clear goals or actions that aim to actively recruit or retain a staff that is reflective of our community.

Student Survey - Caring Adult (Hispanic)

The current Single Plan for Student Achievement reveals efforts to engage students and increase opportunities for connection were stipulated in the plan. However, due to CoVid closures and limitations associated with distance learning, the following enhanced services fell short.

- Men of Character and Girl Power groups to build relationships with students to encourage positive decision-making
- K-Kids community Service Club on campus that works closely with the East Fresno Kiwanis Club to have student volunteers and perform community service.
- Encourage students to participate in the Talent Show, Peach Blossom. Sports, Hidalgo AfterSchool Program and other lunch clubs.

Student Survey - Caring adult

The current Single Plan for Student Achievement reveals efforts to engage students and increase opportunities for connection were stipulated in the plan. However, due to CoVid closures and limitations associated with distance learning, the following enhanced services fell short.

- Men of Character and Girl Power groups to build relationships with students to encourage positive decision-making
- K-Kids community Service Club on campus that works closely with the East Fresno Kiwanis Club to have student volunteers and perform community service.

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

Staff Goal - Site Defined

The site had not yet actively set measures in place to support disproportionality. However, due to the bilingual and dual immersion programs, 51% of the staff is bilingual in Spanish and English. Our greatest linguistic and cultural gap lies in serving our Mixteco families. The Mixteco-speaking community accounts for a significant number of our families, however finding a mixteco speaking staff to fill positions has been a challenge.

Student Survey - Caring Adult (Hispanic)

Favorable responses to the following question decreased by 7 percent to 68%.

Survey Question: "Is there a teacher or any other adult in your school who cares about you?"

Student Survey - Caring adult

Favorable responses to the following question decreased by 10 percent to 82%

Survey Question: "Is there a teacher or any other adult in your school who cares about you?"

- Encourage students to participate in the Talent Show, Peach Blossom. Sports, Hidalgo AfterSchool Program and other lunch clubs.

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

The current SPSA reveals intentions of hiring a Spanish-speaking home school liaison. However Mxteco speaking families are not always bilingual in Spanish. It is our goal to fill the position with a Trilingual staff, and/or hire two home school liaisons, one bilingual in Spanish and English, and one bilingual in Mxteco and English. Funding will be approved by the current school site council.

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

We stand firm on our goal to fill the position with a Trilingual staff, and/or hire two home school liaisons, one bilingual in Spanish and English, and one bilingual in Mxteco and English. Budget and staffing request will be presented for approval by the current school site council and supported by the needs assessment provided by certificated and classified staff.

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

1 SSC:

School site council responded with a virtual applause in celebration of the plans to onboard a Mxteco and Spanish speaking home school liaison. Parent and Staff councilmembers alike expressed relief over the acquisition of language support resources for the upcoming year.

2 ELAC:

ELAC committee was presented Panorama Data on 4/8/21. The committee was also elated to learn that language support services are being provided for 21-22.

3 Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions. Certificated Teachers' survey results revealed a significant need for training in cultural competence. Only 34% of certificated staff answered favorably to having been trained in Cultural Competence. Our greatest opportunity for growth rests in how often we teach people the effect that their ethnicity and gender have on those around them a reality in your workplace, with only 27% favorable responses. There is a clear need to continue having discussions that address cultural differences to raise awareness and reflection in their own belief systems. All certificated teachers received training in the fall and early spring, however there remains a clear need to deepen our conversations and personal reflections on the subject.

Action 1

Title: Staff and Student Relationship Building

Action Details:

Provide professional development such as PLC+, Zaretta Hammond Cultural Proficiency to support with building your staff relationship and pedagogy. Climate and Culture Team as well as ILT will reflect on the staffing data to make decisions that will aim to improve staff relationships. A second tenet of this analysis will aim to explore the relationships between staff and students in an effort to retain high-quality teachers. By developing a greater skillset in community-building efforts, staff will increase their repertoire of strategies that are inclusive and promote diversity reflective of our community. Goal will be supported via Professional learning and coaching on classroom management and equity training.

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

Climate and Culture data suggests a need to strengthen relationships between students and staff, as well as staff to staff.

Question "How often is teaching people the effect that their ethnicity and gender have on those around them a reality in your workplace?" only had a 27% favorable response rate.

We are below average on DEI Competence at 34%, down 10% from last year. District average is 44%.

Owner(s):

Climate and Culture Team

Instructional Leadership Team

Timeline:

Fall and Spring

Fall and Spring

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

- Continue to implement District Cultural Proficiency Training practices
- Establish a partnership with our designated Equity and Access Manager to monitor for potential inequities in our practices in staffing and pedagogy.
- Incorporate diversity-based questions during interviews to search for aligned visions from candidates.
- If funds permit, purchase food and materials and supplies to facilitate campus culture activities to strengthen inter and intrapersonal relationships between staff and students and staff.
- Subs will be provided for Climate and Culture Team to meet and plan and develop school-wide guidelines for success and attend district trainings,
- 1.0 fte Social-Emotional Literacy Teacher on Special Assignment (TSA) will provide professional learning to staff and support students with self-regulation strategies to allow for healthy reintegration into the instructional setting.

Specify Professional Development or Staff Services to support EL students:

Continue to implement District Cultural Proficiency Training practices.

Purchase materials and supplies to support cultural proficiency training.

Establish a partnership with our designated Equity and Access Manager to monitor for potential inequities in our practices in staffing and pedagogy.

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

Continue to push for 100% completion of Cultural Proficiency Training from all staff.

Incorporate student voice in school-wide and classroom-wide decision-making.

Climate and Culture Team to present findings of Student and Parent Voice as evidenced by the Panorama Surveys.

Set goals and action plan to increase DEI competence in specific areas as outlined by current year's data.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instructional Supervision & Adm	Othr Crt-Reg	Teacher, Spec Assgn	1.0000	SEL TSA Supports all Goals/Actions	126,817.00

\$126,817.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Safe and secure		93.63 %	2019-2020	95 %
Family Goal - Site Defined		0 %	2020-2021	10 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

School site will provide language support in Mxteco and Spanish via Home School Liaisons. Effectiveness will be measured by way of increased student attendance, decreased suspensions, increase in favorable responses in Knowledge and Fairness of Discipline, Rules and Norms on the Climate and Culture Survey. Currently, 94% of parents responded favorably with stagnate result.

Parent Survey - Safe and secure

School site will provide .4375 Campus Safety Assistant (CSA). CSA will support the safety and security of the campus, student, staff and parents. Effectiveness will be measured by the increase of parents responding to the Climate and Culture Parent survey.

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

Family Goal - Site Defined

The school has not had Mxteco-speaking staff. 79% of students are of Hispanic descent, with 48% EL students. This has created a socio-linguistic gap in our ability to connect with our Mxteco families. We currently have a high rate of long-term English Learners, with the English Learner Services stepping in to provide assistance, but not quite filling the need for connection with our families.

Parent Survey - Safe and secure

The school Climate and Culture Parent survey response will increase by 5% of parents feel the school site provides a safe learning environment.

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

The home school liaison position went unfilled during the 20-21 and spring of 19-20 school year. The position is difficult to fill, due to the scarcity of candidates who speak Mxteco. Funding has not been an issue. The position will be filled for 21-22 school year, pending HR clearance.

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

The home school liaison position will be filled for 21-22 school year, pending clearance from human resources office. Human resources has committed to creating the home school liaison position in the Budget Prep online

App.

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

1 SSC:

School site council responded with a virtual applause in celebration of the plans to onboard a Mixteco and Spanish speaking home school liaison. Parent and Staff councilmembers alike expressed relief over the acquisition of language support resources for the upcoming year.

2 ELAC:

ELAC committee was presented Panorama Data on 4/8/21. The committee was also elated to learn that language support services are being provided for 21-22.

3 Staff:

Classified and Certificated staff were both presented Climate and Culture Survey Data during various professional learning sessions. Certificated Teachers' survey results revealed a significant need for training in cultural competence. Only 34% of certificated staff answered favorably to having been trained in Cultural Competence. Our greatest opportunity for growth rests in how often we teach people the effect that their ethnicity and gender have on those around them a reality in your workplace, with only 27% favorable responses. There is a clear need to continue having discussions that address cultural differences to raise awareness and reflection in their own personal belief systems. All certificated teachers received training in the fall and early spring, however there remains a clear need to deepen our conversations and personal reflections on the subject.

Action 1

Title: Family Educational Engagement

Action Details:

Our Home/School Liaison will work in tandem with community agencies, including Parent University to provide education on topics that aim to equip parents with parenting skills, restorative practices in the home, mentoring programs, social emotional learning, healthy strategies for regulating dysregulated children, health education, navigating our educational system at lower and higher ed. levels, accessing community resources that contribute to improving the overall quality of life, Parents will also be encouraged to participate in school/community and self-care activities such maintaining the school flower gardens and campus and community beautification events. Parents will remain an integral part of the decision-making practices through involvement on school counsels and advisory committees.

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

This action will be measured by Microsoft Forms Surveys that will be administered as a regular component at the end of workshop presentations. Presenters will be asked to deliver objectives-based presentations with measurable outcomes of new learning. Summative measure will be administered in the springtime.

Owner(s):

Home School Liaison(s)
Vice-Principal

Timeline:

Fall and Spring Panorama Surveys as well as individual workshop surveys

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

1. Two .4375 fte Home School Liaisons to support EL students and families through interpreting, outreach, parent education, home visits and related services. (Spanish and Mixteco)
2. Home School Liaisons will translate Monthly Newsletter and School Messenger that will be sent home to keep parents informed with school activities: music programs, achievement awards assemblies and any other special events.
3. Home School Liaisons and administrative staff will contact parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle Student, Eagle Pride Student, semester awards assemblies, R-FEP recognition.)
4. Administrative Substitutes will be provided to allow for planning and development of school-wide professional learning and progress-monitoring practices in diversity and equity.
5. A minimum of four ELAC will be scheduled throughout the year. A calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas. ELAC Committee may elect to merge with School Site Council.
6. Parents of recently Redesignated EL students will be invited to celebrate their R-FEP status during ELAC Meetings and school site council.
7. Food and snacks will be provided to encourage participation in parent meetings.
8. Materials and supplies will be purchased to support parent educational workshops and meetings.
9. The dual immersion program will be promoted during parent workshops, during school enrollment, community events booths, school messenger, Peachjar and by leveraging the school's social media platforms.

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

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (Soaring Eagle, PRIDE Eagles, awards assemblies, R-FEP recognition.)
2. Parents will be invited to parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.
3. Each teacher will specifically review positive behavior rewards and activities during back to school night and fall parent conferences.
4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.
5. Home School Liaison will provide translations for parents meetings, conferences, newsletters, flyers and other notices to parents to recruit participants and volunteer opportunities.
6. Babysitting/translation will be provided to allow EL parents to participate in school parent activities.
7. Home/School Liaison will coordinate series of parent educational workshops to equip them with strategies to support EL's in the home.

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

Parents will have greater access to information and resources to support their student.

Parents will have a better understanding about SEL skills and restorative practices.

Parents will be better prepared to advocate for their student by exercising parental educational rights communicated by HSL and parent workshops.

Teachers and support staff will reach out to targeted students: EL, foster youth, African American and SWD to encourage student participation in building character and competencies for workplace success.

SEL TSA, School Social Worker, CWAS, All For Youth and Restorative Practices Counselor will provide support for targeted students at Tier II based on social emotional needs to build character and competencies for workplace success.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0215 Hidalgo Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting	1,270.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Span	15,392.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Mixteco	15,392.00
G5A3	Sup & Conc	Parent Participation	Mat & Supp			: Food for Parent Engagement	497.00

\$32,551.00

2021-2022 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			Certificated Subs ** NO IEPS **	10,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Online Subscriptions: Seesaw, Nearpod, Reflects Math, A-Z Reading, Writing without Tears, & iExcel	1,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies ** NO FOOD OR INCENTIVES **	1,626.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 4 Interact Fellows @ 4 hrs daily	56,090.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for Parent Involvement No Food/Incentives	1,854.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs	5,857.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Suuplies	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Crt Supr-Sub			Admin Subs for Planning	1,406.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology to Support Instruction	26,150.00
G1A1	One-Time School	Instruction	Copier Maint			Copier Maintenance	500.00
G1A2	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5000		73,019.00
G1A2	LCFF: EL	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	0.5000		73,019.00
G1A4	Sup & Conc	Instruction	Off Eq Lease			Copier Lease Agreement	2,500.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs for EL Planning	5,857.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			EL Supplemental Service Contracts	2,183.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	5,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for EL	6,000.00
G1A4	LCFF: EL	Instruction	Direct-Graph			: Graphics	627.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Supplemental Services	2,536.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	Campus Assistant	18,318.00
G4A1	Sup & Conc	Instructional Supervision & Adm	Othr Crt-Reg	Teacher, Spec Assgn	1.0000	SEL TSA Supports all Goals/Actions	126,817.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Babysitting	1,270.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Span	15,392.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL Mixteco	15,392.00
G5A3	Sup & Conc	Parent Participation	Mat & Supp			: Food for Parent Engagement	497.00

\$458,410.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,070.00
Sup & Conc	7090	\$235,950.00
LCFF: EL	7091	\$124,740.00
One-Time School	7099	\$26,650.00
Grand Total		\$458,410.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$278,188.00
G2 - Expand student-centered and real-world learning experiences	\$2,536.00
G3 - Increase student engagement in their school and community	\$18,318.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$126,817.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$32,551.00
Grand Total	\$458,410.00