

Calwa Elementary

10621666006126

Principal's Name: Angela Brunzell/Corrinna Rivera

Principal's Signature: 

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

Consolidated Program Assurances

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

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>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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


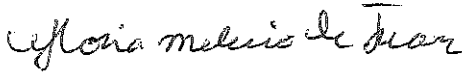
Centralized Services - No Centralized Services are utilized at this time.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angela Brunzell	X				
2. Chairperson - Gloria Melecio				X	
3. Elia Ventura				X	
4. Fabiola Valencia				X	
5. Ana Maria Gonzalez				X	
6. MayKou Moua		X			
7. Sherri Lenhof			X		
8. Cheryl Jarvi		X			
9. Ruth Madrigal				X	
10. Corrinna Rivera, VP			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date: 4/3/2017.

Required Signatures

School Name: Calwa Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Brunzell Corrinna Rivera		4/3/17
SSC Chairperson	Gloria Melecio		4-3-17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$52,997 *
7090	LCFF Supplemental & Concentration	\$179,554
7091	LCFF for English Learners	\$126,873
TOTAL 2017/18 ON-SITE ALLOCATION		\$359,424

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$995
Remaining Title I funds are at the discretion of the School Site Council	\$52,002
Total Title I Allocation	\$52,997

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	66/68	N/A ³	14.90%	14.63%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	57/68	N/A ³	14.29%	13.61%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	58/66	N/A ³	18.18%	15.66%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	49/68	0.00% ⁴	54.97%	57.77%	56.87%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	32/63	N/A ⁶	35.79%	35.96%	7.76%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	24/63	N/A ⁶	54.74%	60.53%	27.59%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	54/67	N/A ⁷	N/A ⁷	16.04%	26.73%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	48/67	N/A ⁸	N/A ⁸	17.59%	29.68%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	61/68	10.76%	15.25%	10.03%	12.10%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	47/68*	18.85%	19.94%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	58/68	32.65%	42.33%	48.30%	35.74%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	9/68	95.79%	96.10%	96.16%	95.51%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	28/69	13.22%	9.50%	14.59%	14.75%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	8/68	N/A ¹⁰	N/A ¹⁰	23.95%	28.36%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	47/69	5.86%	0.28%	0.13%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	41/68	5.72%	5.37%	8.06%	2.21%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.14%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	46/67*	44.55%	34.99%	0.00%	0.00%	•LCAP Dashboard - 8OtherPupilOutcomes •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	64/68	N/A ¹³	N/A ¹³	63.45%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	63/69	N/A ¹³	N/A ¹³	57.52%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	67/68	N/A ¹³	N/A ¹³	46.94%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	68/68	N/A ¹³	N/A ¹³	61.35%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

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

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

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

Last Edit: -

Save

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

Action # 1

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	15	25	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	16	40	DIBELS, University of Oregon



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Calwa teachers will provide high quality language arts instruction in alignment with the State Standards.

1. Teachers will analyze state and district data after each assessment is administered and results are obtained to identify areas of strength and growth.
2. In collaboration with Admin/Support staff, teachers will classify students (Intensive, Benchmark and Strategic) and provide appropriate grade level instruction.
3. In collaboration with Admin/Support staff, teachers will classify students (Intensive, Benchmark and Strategic) and provide appropriate differentiated instruction (DI) and interventions (RTI).
4. Teachers will be provided with continued professional learning around State Standards, ELA Shifts utilizing Wonders and Common Core Companion.
5. Teachers will participate in the PDSA cycle to create grade level CFAs and plan instruction in alignment with the State Standards.
6. Teachers will implement a consistent method for teaching and assessing fluency in reading.
7. Admin and teachers will create and/or agree upon a method for progress monitoring.

SMART Goals

By the end of the 2017-2018 school year, 25% of 3rd-6th grade students will be identified as meeting or exceeding grade level standards as measured by CAASPP for English.

By the end of the 2017-2018 school year, 40% of 1st-6th grade students will be identified as meeting or exceeding grade level standards as measured by Interim/CFA for ELA.

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

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

District Interim/CFA for ELA

DIBELS

DRP

BAS (Grades K-1)

Site CFA for ELA

KAIG

Owner(s):

TSA

Teachers

Admin

School Psychologist

HSL

SPED Staff

Timeline:

- Assessment data will be monitored as assessments are administered and scored.
- Professional Learning around differentiated instruction will be delivered to teachers in August and will continue throughout the school year as needed.

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

- Parents will be provided with information around programs that are offered on site to support ELA instruction during monthly Parent Coffee Hour and School Site Council Meetings.
- Parents of students that are receiving intervention will be informed through individual letters.
- Admin will hold parent meetings with all students in K-1 who are Intensive and/or At-Risk of Retention. Parents will be provided with resources to support the progress of their child at home.
- SST's will be conducted for students who are not showing adequate growth with interventions in place.
- Parents will be supported in registering for Edu-Text.
- Home School Liaison work with Admin to ensure the dissemination of information (both available resources and academic progress).
- Parents of students that are receiving intervention will be informed through individual letters.
- Library will be open and made available to parents to check out books and utilize technology to progress monitor their child.
- Teachers will share student specific data to parents during parent teacher conferences. Parents will receive copies of DRP scores with detailed explanations of results. Other assessment print-outs will be provided based on availability.
- Parents will be provided with access to specific resources to support their students academic success (book lists, word lists, math facts...).
- Admin will build partnerships with outside agencies (as appropriate) to provide information and resources for the parents and community.
- Parents will be provided with access and information to our Afterschool Programs on an on-going basis.

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

- All students will receive grade level reading instruction with appropriate supports.
- All students will receive appropriate interventions through a structured RTI model at all grade levels.
- All students will be provided the opportunity to engage in Reading, Writing, Speaking and Listening of Complex Text.
- All students will be progressed monitored on a bi-weekly/monthly basis to ensure that students are growing academically.
- All students will have access to technology-based programs to support their learning of Foundational Reading and Comprehension Skills.
- SST's will be conducted for students who are not showing adequate growth with interventions in place.
- Materials Needed:
 - DIBELS Database

Describe Related Professional Learning:

- All teachers will receive professional learning around RTI: What It is and What It Isn't?, What RTI Looks Like? How RTI is different than Differentiated Instruction?
- All teachers will be provided with Guided Reading training during AC meetings to allow for differentiated professional learning.
- Teaching Fellows and designated staff will be trained to effectively run small groups that focus on students specific learning needs such as: High Frequency Words, initial, medial, and final sounds.
- All teachers will be provided with professional learning around the RTI resources provided by Wonders.
- All teachers will be provided with professional learning around the IPG tenets.

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

Data & Evidence:

- DIBELS
- DRP
- District CFA Results
- BAS
- School Climate & Culture Data (Parent & Student)
- Attendance & Behavior Data
- After School Program participation data
- GOAL 2 participation data
- Girl Power & Boys to Men attendance data

- o Leveled Reading for Guided Reading
- o Novels for extended reading opportunities
- o Common Core Companions for ELA
- o Tablets, program software and related technology supports
- o Materials and supplies for classroom setting (including RTI Lab)

Calwa Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Psychological Services	Certificated Pupil Support- Regular	Psychologist, School	0.4000		Actions 2 & 4	\$ 51,129.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitutes for SST Meetings	\$ 6,393.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts For Teachers	\$ 6,275.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	\$ 56,623.00
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows	\$ 38,355.00
1	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology	\$ 15,000.00
1	1	Title 1 Basic	Instructional Library, Media & Technology	Books & Other Reference				Site Licenses, Subscriptions & Computer-based Programs	\$ 20,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$ 15,000.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Lease for office equipment	\$ 5,450.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Classroom Furniture	\$ 11,550.00
								Total	\$ 225,775.00

Action # 2

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

School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	14	25	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	18	40	

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

Detail the Action

Calwa teachers will provide high quality mathematics instruction in alignment with the State Standards.

1. Teachers will analyze state and district data after each assessment is administered and results are obtained to identify areas of strength and growth.
2. Teachers will classify students (Intensive, Benchmark and Strategic) and provide appropriate instruction to meet their needs.
3. Teachers will be provided with continued professional learning around State Standards, Math Shifts and Math Practices utilizing GO Math and Common Core Companion.
4. Teachers will participate in the PDSA cycle to create grade level CFA's and plan instruction in alignment with the State Standards.
5. Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
6. Admin and teachers will create and/or agree upon a method for progress monitoring.

SMART Goals

By the end of 2017-2018 school year, 25% of 3rd-6th grade students will be identified as meeting or exceeding grade level standards as measured by CAASPP for Math.

By the end of the 2017-2018 school year, 40% of 1st-6th grade students will be identified as meeting or exceeding grade level standards as measured by Interim/CFA for Math.

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

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

- District Interim/CFA for Math
- Site CFA for Math
- BBF Proficiency Rates
- Reflex Math Data

Owner(s):

- Admin
- Instructional Leadership Team
- Teachers
- AC's
- Students

Timeline:

- Assessment data will be monitored as assessments are administered and scored.
- Professional Learning around math instruction will be delivered to teachers in August and will continue throughout the school year as needed.

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

Describe Related Professional Learning:

- Parents will be provided with information around programs that are offered on site to support math instruction during monthly Parent Coffee Hour and School Site Council Meetings.
- Parents will be provided with assessment performance data for BBF, District Interim/CFA's and CAASPP.
- Parents will be supported in registering for Edu-Text.
- Home School Liaison work with Admin to ensure the dissemination of information (both available resources and academic progress).
- Parents of students that are receiving intervention will be informed through individual letters.
- Admin will hold parent meetings with all students in K-1 who are Intensive and/or At-Risk of Retention. Parents will be provided with resources to support the progress of their child at home.
- SST's will be conducted for students who are not showing adequate growth with interventions in place.
- Library will be open and made available to parents to check out books and/or utilize technology to progress monitor their child.
- Teachers will provide parents with print-outs of assessments based on availability.
- Parents will be provided with access to specific resources to support their students academic success (book lists, word lists, math facts...).
- Admin will build partnerships with outside agencies (as appropriate) to provide information and resources for the parents and community.
- Parents will be provided with access and information to our Afterschool Programs on an on-going basis.

- All teachers will be provided with professional learning around analyzing State Standards and their alignment to the core curriculum--GO Math.
- All teachers will be provided with professional learning around Math Shifts and Math Practices.
- All teachers will be provided with professional learning using Learning by Doing in effort to strengthen AC's.
- All teachers will be provided with professional learning around the IPG tenets.

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

- All students will receive daily math instruction that is on or above grade level.
- All students will have daily opportunities to practice math fluency daily and engage with GO Math curriculum and its various components.
- All teachers will create Common Formative Assessments and follow through with the PDSA Cycle to plan appropriate math instruction and interventions.
- Materials Needed:
 - Common Core Companion for Math
 - Tablets, program software and related technology supports
 - Materials & supplies for the classroom setting

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

Data & Evidence:

- District CFA Results
- School Climate & Culture Data (Parent & Student)
- Attendance & Behavior Data
- After School Program participation data
- GOAL 2 participation data
- Girl Power & Boys to Men attendance data

Calwa Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials & Supplies	\$	11,407.00
								Total	\$	11,407.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10	12	
2358 - EL's not advancing at least one proficiency level in Re-designation	48	40	

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

Detail the Action

Calwa will focus on providing high quality instruction for our English Language Learner population.

1. Teachers will identify their EL students, identify their domain of weakness and strength, and provide specific targeted actions on how to address their language development.
2. Teachers will provide structured supports for EL students that are integrated throughout the instructional day using the Wonders curriculum:
 - o Teachers will strategically select appropriate EL instructional strategies that are suggested in the TE.
3. Teachers will provide targeted instruction for EL students during the designated instructional block using Wonders curriculum.
 - o The designated block of ELD instruction will be a minimum (not limited to) of 30 minutes a day.
 - o Teachers will use their student data to create appropriate instructional groups (Deployment Model).
4. Admin and teachers will create and/or agree upon a method to progress monitor student's language development.
5. Admin and teachers will revisit EL student data after every state/district assessment and/or after every grading period to ensure that students are progressing in their core academic areas.
6. Lead Teachers will ensure that ELD instruction is addressed at depth at least once every 3 AC meetings.

SMART Goals

By the end of the 2017-2018 school year, 12% of our EL students will meet the redesignation criteria.

By the end of the 2017-2018 school year, the percentage of students that have not advanced one level will decrease to 40%.

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

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

- CELDT Data
- BAS
- DRP
- CAASPP for ELA
- District Interim/CFA for ELA
- SQII Indicators

Owner(s):

- Admin
- Teachers
- Students

Timeline:

- Assessment data will be monitored as assessments are administered and scored.
- Professional Learning around effective ELD instruction will be delivered to teachers in August and will continue throughout the school year as needed.

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

- Parents will be provided with information around programs that are offered on site to support ELD instruction during monthly Parent Coffee Hour, School Site Council and ELAC meetings.
- General CELDT and Redesignation data will be explained and shared with parents during ELAC meetings.
- Library will be open and made available to parents to check out books and utilize technology to progress monitor their child.
- Teachers will share student specific data to parents during parent teacher conferences. Parents will receive copies of DRP scores with detailed explanations of results. Other assessment print-outs will be provided based on availability.
- Teachers will explain the process for redesignation to parents during parent teacher conferences.
- Home School Liaison work with Admin to ensure the dissemination of information (both available resources and academic progress).
- Parents of students that are receiving intervention will be informed through individual letters.
- Parents will be provided with access to specific resources to support their students academic success (book lists, word lists, math facts...).
- Admin will build partnerships with outside agencies (as appropriate) to provide information and resources for the parents and community.
- Parents will be provided with access and information to our Afterschool Programs on an on-going basis.

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

- All students will receive grade level instruction with ELD supports and targeted ELD instruction at their English development level.
- All students will be provided the opportunity to engage in Reading, Writing, Speaking and Listening of Complex Text with structured supports as outlined by Wonders curriculum.
- Materials Needed:
 - DIBELS Database
 - Common Core Companions for ELA
 - ELD Standards
 - Language for Learning Curriculum/Resources
 - Tablets, program software and related technology supports
 - Materials and supplies for classroom setting (including RTI Lab)

Describe Related Professional Learning:

- All teachers will receive professional learning around ELD instruction: What It is and What It Isn't? How designated instruction is different than regular instruction? How to use ELD Standards in planning ELD designated instruction?
- Teaching Fellows and designated staff will be trained to effectively run small groups that focus on developing student's language skills.
- All teachers will be provided with professional learning around the ELD resources provided by Wonders.

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

Data & Evidence:

- DIBELS
- DRP
- District CFA Results
- BAS
- School Climate & Culture Data (Parent & Student)
- Attendance & Behavior Data
- After School Program participation data
- GOAL 2 participation data
- Girl Power & Boys to Men attendance data

Calwa Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500		Actions 1, 2, & 4	\$	50,935.00
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$	8,004.00
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750			\$	8,004.00
3	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Interpreters	\$	3,616.00
3	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Babysitting	\$	3,616.00
3	2	LCFF: EL	Instruction	Materials & Supplies				Materials & Supplies	\$	13,058.00
3	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Involvement	\$	2,000.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	\$	5,000.00
3	2	LCFF: EL	Instruction	Books & Other Reference				Imagine Learning Licenses	\$	17,640.00
Total									\$	111,873.00

Action # 4

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	15	7	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Calwa will focus on decreasing the chronic absenteeism rate through strategic and targeted actions that involve all stakeholders.

1. Admin staff will work closely with the DPI personnel and staff to educate parents and students on the importance of being present at school "Every Minute of Every Day."
2. Admin will review attendance data on a weekly basis and report that information to staff and students through morning announcements, email and school newsletter.
3. Staff will consistently implement tardy/late protocols and follow through with incentives when appropriate for positive attendance rates.
4. Teachers/Staff will create a positive school environment through providing SEL opportunities on a daily basis.
5. Admin staff alongside HSL and CWA will make proactive parent contacts for students who are moving toward identification as Chronically Absent.

SMART Goals

By the end of the 2017-2018 school year, the percentage of students that are identified as "Chronically Absent" will decrease to 7%.

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

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

- Attendance Data
- GOAL 2 Participation Data
- ATLAS & Discipline Entry Data
- SQII Indicators

Owner(s):

- Admin
- CWA
- Teachers
- Parents
- Students
- HSL
- School Psychologist
- School Climate & Culture Team

Timeline:

- Data be monitored as follows:
 - Attendance--Weekly
 - GOAL 2 Participation--Quarterly
 - ATLAS & Discipline--Monthly
- Professional Learning on improving attendance and how to appropriate address the needs of chronically absent students will be provided in August and throughout the school year.

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

- Parents will be provided with information around the importance of attendance during monthly Parent

Describe Related Professional Learning:

- All teachers will receive professional learning around absenteeism and how to support students with

Coffee Hour, School Site Council and ELAC Meetings.

- Staff will make proactive contacts with parents of students with elevated absences.
- Parents will be supported in registering for Edu-Text
- Home School Liaison work with Admin to ensure the dissemination of information (both available resources and academic progress), make home visits, make parent contact and connect parents with appropriate off-site resources.
- School Psychologist will work with parents to connect parents with appropriate on-site and off-site resources.

attendance concerns.

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

- All students will participate in Class Meetings and 2nd Step lessons on a weekly basis to ensure that students are connected to school social and emotionally.
- School-wide structures and incentives will be continued, refined and/or created to support getting students to school "Every Minute of Every Day."
- Students that have attendance concerns will work closely with the CWA to be mentored throughout the school year through Girl Power or Boys to Men.
- School Psychologist will connect with students that struggle with attendance due to social-emotional concerns.
- Attendance incentives will be offered in a timely and attainable manner for individual students, at the classroom level and grade level.
- Materials Needed:
 - Class Meeting, 2nd Step and Olweus Curriculum
 - Materials and supplies to support SEL
 - Attendance incentives

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

Data & Evidence:

- School Climate & Culture Data (Parent & Student)
- Attendance & Behavior Data
- After School Program participation data
- GOAL 2 participation data
- Girl Power & Boys to Men attendance data
- ATLAS Entry Data (Counseling or Other)
- Attendance Meetings Sign-in Sheets

Calwa Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Supplemental Contract for Classified on School Climate and Culture Team	\$	1,447.00
4	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts For School Climate & Culture Team	\$	5,922.00
4	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement	\$	3,000.00
								Total	\$	10,369.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0075 Calwa Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for SST Meetings	6,393.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts For Teachers	6,275.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Site Licenses, Subscriptions & Computer-based Programs	20,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	56,623.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Classroom Furniture	11,550.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Technology	15,000.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	38,355.00
1	1	Sup & Conc	Instruction	Off Eq Lease			: Lease for office equipment	5,450.00
1	1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.400	Actions 2 & 4	51,129.00
1	1	LCFF: EL	Instruction	Nc-Equipment			Technology	15,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies	11,407.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,004.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		8,004.00
3	2	LCFF: EL	Instruction	Bks & Ref			: Imagine Learning Licenses	17,640.00
3	2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	13,058.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC/CELDT Assessors	5,000.00
3	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreters	3,616.00
3	2	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting	3,616.00
3	2	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement	2,000.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750	Actions 1, 2, & 4	50,935.00
4	2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts For School Climate & Culture Team	5,922.00
4	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement	3,000.00
4	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contract for Classified on School Climate and Culture Team	1,447.00

\$359,424.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,997.00
Sup & Conc	7090	\$179,554.00
LCFF: EL	7091	\$126,873.00
Grand Total		\$359,424.00

Domain Totals	Budget Totals
Academic	\$259,806.00
SEL / Culture & Climate	\$99,618.00
Grand Total	\$359,424.00