

Calwa Elementary

106216660061261

Principal's Name: Corrinna Rivera

Principal's Signature: 

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

Title I SWP

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>
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/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Corrinna Rivera	X				
2. Chairperson – Elia Ventura				X	
3. Laura Heatherly		X			
4. Cheryl Jarvi		X			
5. Melissa Esqueda		X			
6. Brenda Meek			X		
7. Fabiana Morales				X	
8. Fabiola Valencia				X	
9. Gloria Juarez				X	
10. Sandra Garcia				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Corrinna Rivera		3/20/18
SSC Chairperson	Elia Ventura		03/20/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$58,735 *
7090	LCFF Supplemental & Concentration	\$226,182
7091	LCFF for English Learners	\$125,730
TOTAL 2018/19 ON-SITE ALLOCATION		\$410,647

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,382
Remaining Title I funds are at the discretion of the School Site Council	\$57,353
Total Title I Allocation	\$58,735

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	14.245	21.245
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.063	29.063
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	22.923	29.923

Needs Assessment

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

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

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

- Starting the process of creating CFAs and looking at results
- Tier 3 interventions
- Technology preparation through CAASPP Interim Assessments
- Focused sequence of instruction

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

- Starting the process of creating CFAs and looking at results
- Technology preparation through CAASPP Interim Assessments
- Focused sequence of instruction

EL Reclassification Rate (All grade levels)

- CELDT boot camp for EL students
- Pull-out intervention for newcomers (Imagine Learning)
- Goal setting

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

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

Data from Power BI App shows the following:

- All students: 22.1%
- SPED: 0%
- African American: 60%
- Asian: 42.4%
- Hispanic: 19%
- English Language Learners: 2.3%

The subgroups that are concerning are our SPED, Hispanic and EL populations. Key factors for disproportionality could be due to the following:

- Lack of focus on EL designated instruction
- Dissemination of IEP goals to GE teacher along with PL that would support the full implementation of strategies to help the student meet these goals
- Inconsistent support for newcomers
- Lack of availability of disaggregated data for CFAs and Interim Assessments
- Ineffective use of GVC

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

Data from Power BI App shows the following:

- All students: 22.9%
- SPED: 0%
- African American: 20%
- Asian: 42.4%
- Hispanic: 21.2%
- English Language Learners: 9.1%

The subgroups that are concerning are our SPED, Hispanic and EL populations. Key factors for disproportionality could be due to the following:

- Dissemination of IEP goals to GE teacher along with PL that would support the full implementation of strategies to help the student meet these goals
- Instruction that is of low-level-rigor
- Ineffective use of GVC
- Lack of availability of disaggregated data for CFA's and Interim Assessments

EL Reclassification Rate (All grade levels)

Data from Power BI App shows the following:

- Redesignation Rate: 14.3%
- Asian: 6.1%
- Hispanic: 14.7%
- SPED: 15.5%
- Other: 50%

The subgroups that are concerning are our SPED, Hispanic and EL populations. Key factors for disproportionality could be due to the following:

- Lack of focus on EL designated instruction
- Dissemination of IEP goals to GE teacher along with PL that would support the full implementation of strategies to help the student meet these goals
- Inconsistent support for newcomers
- Lack of availability of disaggregated data for CFA's and Interim Assessments

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

1 SSC:

There was no feedback from SSC. All members agreed with the written plan of action for the upcoming school year.

2 ELAC:

Parent Concerns:

- Calwa's re-designation rate
- Calwa's parent participation in ELAC
- Calwa's parents' lack of awareness of the importance of re-designation

3 Staff:

Teachers have questions about the following:

- How to assess fluency and should we have a universal tool?
- How can we implement Tier 3 interventions for Math?
- How can we use IEP goals in data sharing with staff and parents?

Teachers have the following PL needs:

- Redesignation requirements and process

- Wonders writing component
- Wonders ELD component

Other requests related to Goal 1:

- Field trips for student academic success
- Educational software in Spanish (phonics & math)
- Starfall license
- SPLASH Math license
- Include fluency assessments in data monitoring
- Visit successful RTI model schools
- 1 to 1 technology
- ELPAC bootcamp prior to assessment

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

Actions that were funded from last year are still a focus for this year. We are still working toward establishing strong and effective PLC's through CFA cycles of learning. We will continue to work toward that goal by providing teachers with time to plan for instruction, create CFA's, analyze data and create a plan of action to meet the needs of all students. This work will be supported through on- and off-site professional learning (PLC conferences & book studies) as well as through providing release time for teachers to observe instruction of their on-site peers. In addition, we are looking at funding different software products that are engaging and that can provide teachers important data/resources to supplement first instruction and Tier 1 intervention.

Action 1

Title: High Quality Instruction in ELA

Action Details:

Calwa will continue to implement district adopted program for language arts (Wonders) and plan instruction aligned with Common Core State Standards for all students. Calwa will implement a Tier 2 intervention system with a deployment model (within a grade level team) and a Tier 3 intervention system using a pull-out model (TSA & Instructional Assistants).

1. Teachers will work through CFA cycles at a minimum of two per quarter:
 - Choose Essential Standards, Create I Can Statements, Prioritize I Can Statements (More to Less Complex)
 - Create CFA
 - Teach
 - Assess
 - Analyze CFA Data
 - Respond (RTI--Tier 2 Intervention)
2. Teachers will implement a consistent method for teaching and assessing fluency in reading.
3. PLC's will use reflection and data to make grade level decisions that will impact student achievement as measured by site, district and state assessment data.
4. PLC rubric ratings will increase positively in tandem with student growth results.

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

District Interim for ELA

DIBELS

DRP

BAS(Grades K-1)

Grade Level CFA's for ELA

KAIG

PLC Rubric Ratings

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.

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 45 minutes of structured Tier 2 intervention.
- Instructional Assistants alongside TSA will provide Tier 3 intervention to support the development of Foundational Reading Skills
- 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, teacher subs provided.
- Instructional Aides will be utilized to provide Tier 3 intervention using the SRA program.
- Bilingual Instructional Assistants will be utilized to support small group instruction during the ELA instructional block.
- Copier and printer leases will support teachers implementation of grade level curriculum.
- Materials Needed: DIBELS Database, Software Programs (Starfall, AR Program, Imagine Learning), classroom supplies to support instruction (including RTI Lab), technology—purchasing of new & repairing the old, incentives for students demonstrating growth (predetermined by ILT)

Explain the 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, ELAC 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).
- 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

Specify enhanced services for EL students:

- Designated & Integrated ELD instruction
- Small group instruction for newcomers (in U.S less than 12 months) through a pull-out intervention
- Access to computer-based programs to support language acquisition and content learning
- Use of scaffolds during instruction
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- Educating students on EL assessments and goals setting based on redesignation criteria
- Provide primary language support as needed
- TSA to develop a system to support ELD instruction, EL intervention, EL progress monitoring structures and support DI implementation
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns

Describe Professional Learning related to this action:

- Teachers and admin will continue to receive on-site & off-site professional learning pertaining to PLC's, CFA's, Guided Reading and high quality instruction. Off-site PL to include travel and conference expenses (PLC Institute, Standards Institute and/or other relevant Solution Tree conferences)
- Instructional Assistants 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.
- Teachers will continue to receive professional learning around maximizing their baseline curriculum and the tools/resources that it offers (Technology, writing)
- Provide subs so that teachers can do lesson observations of on-site and off-site peers.
- Continued use of Learning by Doing & Design in 5. Admin will also use RTI at work to support Tier 2 intervention system.
- Start book studies using Common Core Math & Language Arts series

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 After school Programs on an on-going basis.
- Printer and copier lease will support dissemination of information to parents: school events, IEP's and academic tools to support learning at home.

Action 2

Title: High Quality Instruction in Math

Action Details:

Calwa will continue to implement district adopted program for math (GO Math) and plan instruction aligned with Common Core State Standards for all students. Instruction will include learning opportunities that emphasize conceptual and procedural understanding. Tier 2 intervention will be provided through targeted small group instruction following the administration grade level CFA's and data analysis. Tier 3 intervention will happen through daily fluency practice of foundational math skills presented through the GVC, previously used BBF materials and/or software programs (GO Math, Reflex Math, SPLASH Math). In addition, math support will continued to be offered as a part of our after school extended library program.

1. Teachers will work through CFA cycles at a minimum of two per quarter:
 - Choose Essential Standards, Create I Can Statements, Prioritize I Can Statements (More to Less Complex)
 - Create CFA
 - Teach
 - Assess
 - Analyze CFA Data
 - Respond (RTI--Tier 2 Intervention)
2. Teachers will implement a consistent method for teaching and assessing fluency in mathematics.

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](#)

District Interim CFA for Math

Grade Level CFA for Math

Reflex Math Data

[Owner\(s\):](#)

Admin

Instructional Leadership Team

Teachers

PLC'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.

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

[Specify enhanced services for EL students:](#)

- Small group instruction for newcomers (in U.S less than 12 months) through a pull-out intervention

- All students will receive daily math instruction that is on or above grade level.
- All students will have daily opportunities to practice math fluency and exposure to higher-level-cognitive demanding tasks (Think Smart, Dig Deeper, Unlock the Problem...)
- All students will have access to online programs within the GO Math curriculum and other software programs that align with the learning of foundational skills.
- Materials Needed: Software Programs (Reflex Math or other comparable program), classroom supplies to support instruction, technology—purchasing of new & repairing the old, incentives for students demonstrating growth (predetermined by LT)

- Access to computer-based programs to support language acquisition and content learning
- Use of scaffolds during instruction
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- Educating students on EL assessments and goals setting based on redesignation criteria
- Providing primary language support when appropriate
- Use manipulative and visual models as needed to support student learning
- TSA to develop a system to support ELD instruction, EL intervention, EL progress monitoring structures and support DI implementation
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns

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

- Parents will be provided with information around programs that are offered on site to support math instruction during monthly Parent Coffee Hour, ELAC 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).
- 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 after school programs on an on-going basis.

Describe Professional Learning related to this action:

- Teachers and admin will continue to receive on-site & off-site professional learning pertaining to PLC's, CFA's and high quality instruction.
- Teachers will continue to receive professional learning around maximizing their baseline curriculum and the tools/resources that it offers.
- Provide subs so that teachers can do lesson observations of on-site and off-site peers.
- Continued use of Learning by Doing & Design in 5. Admin will also use RTI at work to support Tier 2 intervention system.
- Start book studies using Common Core Math & Language Arts series

Action 3

Title: Redesignation Rate

Action Details:

Calwa will continue to provide daily designated English Language Development (ELD) along with Integrated ELD instruction using the California English Language Development Framework, Common Core State Standards and district adopted curriculum (Wonders). With the support of designated staff (TSA, EL TSA, Instructional Aides...), English Language Learners will advance at least one proficiency level a year toward the goal of redesignation.

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: 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. The designated block of ELD instruction will be a minimum (not limited to) of 30 minutes a day.
4. 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.
5. Lead Teachers will ensure that ELD instruction is addressed at depth at least once every 3 AC meetings.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

ELPAC Data

BAS

DRP

SBAC Data in ELA

District Interim/CFA for ELA

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.

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, ELD Standards, Language for Learning Curriculum/Resources, program software (Starfall, Imagine Learning) and technology—purchasing of new & repairing the old, incentives for students demonstrating growth (predetermined by ILT), materials and supplies for classroom setting (including RTI Lab)

Specify enhanced services for EL students:

- Small group instruction for newcomers (in U.S. less than 12 months) through a pull-out intervention
- Access to computer-based programs to support language acquisition and content learning
- Use of scaffolds during instruction
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- Educating students on EL assessments and goals setting based on redesignation criteria
- Provide primary language support as needed
- Use manipulative and visual models as needed to support student learning
- TSA to develop a system to support ELD instruction, EL intervention, EL progress monitoring structures and support DI implementation
- Designated & Integrated ELD instruction
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns
- ELPAC assessors will be used to support student success on ELPAC assessment

Explain the 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 ELPAC 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).
- 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 after school programs on an on-going basis.
- Childcare will be provided to encourage parent participation at school functions.
- Translators will be provided to support Parent Teacher Conferences.

Describe Professional Learning related to this action:

- 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?
- Instructional Assistants 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST's	3,500.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Half Day Subs for Teacher Observations	2,489.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Extra Pay Contracts for Academic Support	5,987.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,910.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,910.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,385.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,385.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	31,836.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,000.00
G1A1	Sup & Conc	Instruction	Travel			: PL/Conferences for Staff	21,800.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Printers & Copiers to Support Instruction	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		113,959.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex Math, Starfall, SPLASH Math, Imagine Learning SEE ALL GOAL 1	13,905.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies (No incentives or food)	1,500.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	6,115.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		63,292.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	4,771.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Parent Participation	2,000.00

\$330,744.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	13.294	20.294

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>The percent that is recorded is not truly representative of our actual participation rate. It has been a struggle to get consistent information uploaded into the data tracking system. The following are the key factors that contributed to the performance outcomes for each metric:</p> <ul style="list-style-type: none"> • Field Trips • Music Program Courses • Sports • After School Tutoring 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Data from Power BI App shows the following:</p> <ul style="list-style-type: none"> • All students: 13.7% • SPED: 15.7% • African American: 22.2% • Asian: 13.5% • Hispanic: 13.5% • English Language Learners: 7.5%
--	--

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

<p>1 SSC:</p> <ul style="list-style-type: none"> • Parents and staff are concerned that students are cut from athletic teams, including cheer. • Question: How do we include more students in athletics/cheer? • Group expressing interest in a possible community garden/project. 	<p>2 ELAC:</p> <ul style="list-style-type: none"> • Parents would like more communication between the school, the after school program, and parents/guardians about the many opportunities for students to play sports after school. • Parents would like to have School Messengers sent out at the beginning of each season to notify parents of the upcoming sports season. • Parents would also like to have a flyer go home to parents/guardians, outlining the steps for parents/students to complete, in order to register students for each sport. 	<p>3 Staff:</p> <p>Teachers have questions about the following:</p> <ul style="list-style-type: none"> • How do we measure art? • What is the FUSD Art curriculum? <p>Teachers have the following PL needs:</p> <ul style="list-style-type: none"> • Integrating Visual Arts <p>Other requests related to Goal 2:</p> <ul style="list-style-type: none"> • Become a Visual Performing Arts School • Add lunchtime clubs/activities <ul style="list-style-type: none"> ◦ Student council ◦ Winter/Spring programs ◦ School carnival
--	---	--

- Recorders to music performances
- Talent show

Action 1

Title: Goal 2 Participation Rate

Action Details:

Calwa will focus on increasing student participation rates by providing multiple opportunities for students to participate in athletics, receive art instruction/experiences and be exposed to other culturally rich activities.

1. Admin staff will work closely with teachers and staff to identify and engage students who are not participating in Goal 2 activities
2. Admin and teachers will create and/or agree upon alternative method(s) for monitoring student participation.
- 3.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Goal 2 Participation Rate

Owner(s):

- Admin
- Teachers
- Parents
- Students
- School Climate & Culture Team

Timeline:

- Quarterly

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

- Using FUSD Art Curriculum, teachers will provide all students with a weekly art lesson.
- Students will participate in quarterly collaborative art projects, talent shows, as well as spring and winter concerts through the regular school day as well as through the After School Program.
- 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.
- ASP provides enrichment activities: art, karate, dance, etc...

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

- Educate parents about the available Goal 2 activities for their student(s).
- Schedule/invite parents/families to on-campus activities, such as Bingo Night, Movie Night, as well as other perennial celebrations.
- Parents will be provided with Goal 2 data during monthly Parent Coffee Hour, School Site Council and ELAC Meetings.
- Staff will make proactive contacts with parents of students who are not participating in a Goal 2 activity.
- Home School Liaison work with Admin to ensure the dissemination of information (both available

Specify enhanced services for EL students:

Data & Evidence:

- Participate in embedded classroom art activities
- Participate in cultural performances/celebrations
- School Climate & Culture Data (Parent & Student)
- After School Program participation data
- GOAL 2 participation data

Describe Professional Learning related to this action:

- All teachers will receive professional learning around student engagement: What information is used for data collection?
- Teachers will be provided with professional learning on Visual Arts Integration strategies through district and/or Fresno County personnel.

- resources and academic progress), make home visits, make parent contact and connect parents with appropriate off-site resources.

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	99.02	100
Exposure to Careers - 4th Grade	100	100
Exposure to Careers - 6th Grade	98.901	100

Needs Assessment

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

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

Exposure to Careers - 3rd Grade

Data for Goal 3 is based on student participation in school based activities outside of district funded study trips (Lost Lake). Students in Grade 3 participated in Bricks for Kids once in the 2016-2017 school year and twice in the 2017-2018 school year.

Exposure to Careers - 6th Grade

Data for Goal 3 is based on student participation in activities outside of district funded studytrips (Monterrey). Students in Grade 4 visited the Agriculture Center in Parlier in the 2016-2017 school year. Students in Grade 4 visited the Friant Dam and the Court House in the 2017-2018 school year.

Exposure to Careers - 4th Grade

Data for Goal 3 is based on student participation in activities outside of district funded studytrips (6th Grade Camp). Students in Grade 6 visited Fresno City College in the 2016-2017 school year. Students in Grade 6 will visit Reedley College in the 2017-2018 school year.

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

Exposure to Careers - 3rd Grade

Data from Power BI App shows the following:

- All students: 99.9%
- 3rd Grade: 99%
- SPED: 100%
- African American: 100%
- Asian: 100%
- Hispanic: 99.2%
- English Language Learners: 99.1%

Exposure to Careers - 6th Grade

Data from Power BI App shows the following:

- 6th Grade: 98.9%

Exposure to Careers - 4th Grade

Data from Power BI App shows the following:

- 4th Grade: 100%

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

1 SSC:

2 ELAC:

3 Staff:

- Parents are interested in creating vocational clubs, like a cooking club, gardening club, engineering club, etc...
- Parents are requesting field trips to major companies in the region, in order to expose students to the job opportunities at the selected companies.
- Parents would like to re-establish our career oriented intermediate student field trips.

No concerns/input was provided from staff around Goal 3.

No concerns/input was provided from staff around Goal 3.

Action 1

Title: Exposure to Careers

Action Details:

Calwa will ensure that students have a variety of experiences that will expose them to a wide range of career opportunities. These experiences will be above and beyond the district organized experiences. By the end of the 2018-2019 school year, students will be exposed to career related experiences at a 98% participation rate or higher as measured by Goal 2 entry data.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Goal 2 Entry Data

Owner(s):

Admin

Teachers

Timeline:

Data collection will occur all year long. However, the site will look at specific data on a quarterly basis.

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

- Create/establish clubs that focus on a particular area of expertise (engineering club, nursing club...)
- Safe & Civil Schools Curriculum: Work Experience
- Recruit public speakers (in addition to Christmas Career Read)
- Use of SEL block of time to develop an awareness of different career options (online videos, informational text...)
- Organize a career fair for grades 4-6

Specify enhanced services for EL students:

- Students will be exposed to different career options in their primary language.

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

- Provide parents with information about different career pathways.
- Provide parents with academic pathways that would lead to different careers.

Describe Professional Learning related to this action:

- Provide opportunities for teachers to plan lessons to build career awareness
- Provide opportunities for teachers to plan instruction that would explicitly teach students work skills (time-management, organization...)

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	14.539	12.539
Suspensions Per 100	4.408	3.408

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Suspensions Per 100</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>Data from Power BI App shows the following:</p> <ul style="list-style-type: none"> All students: 22.1% SPED: 0% African American: 60% Asian: 42.4% Hispanic: 19% English Language Learners: 3.8% <p>Suspensions Per 100</p> <p>Data from Power BI App shows the following:</p> <ul style="list-style-type: none"> All students: 22.1% SPED: 0% African American: 60% Asian: 42.4% Hispanic: 19% English Language Learners: 3.8%
---	---

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

<p>1 SSC:</p> <ul style="list-style-type: none"> Parents support the addition of a part-time RCA to work with students and parents to support students from home to 	<p>2 ELAC:</p> <ul style="list-style-type: none"> Parents requested that more action be taken by the school CSW to address and support the families who are not 	<p>3 Staff:</p> <p>Requests related to Goal 4:</p> <ul style="list-style-type: none"> Make a bigger emphasis on Student of the Month
---	---	--

school.

- Also, to provide more one-on-one support for identified students at school, in order to ensure the student's success in class.
- Parents would like to invite the FUSD Superintendent to speak to our students about the importance of coming to school.
- Parents would like to invite local TV stations and celebrities to speak to the students about the importance of attending school, which also provides an additional incentive to students to come to school.

- sending their students to school on a more consistently.

- Re-implement Character Counts
- Book assemblies that support SE needs, attendance & behaviors

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

Action 1

Title: Chronic Absenteeism

Action Details:

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. Admin staff alongside HSL and CWA will make proactive parent contacts for students who are moving toward identification as Chronically Absent.
5. Admin and teachers will create and/or agree upon alternative method(s) for progress monitoring.

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

- Attendance Data

Owner(s):

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

Timeline:

- Weekly

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

- Invite guest speakers to Calwa to present the importance of having an education, being on-time, and being a reliable employee.
- 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.
- Materials Needed:
 - Attendance incentives

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

- Parents will be provided with information around the importance of attendance during monthly Parent 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 Psychologists will work with parents to connect parents with appropriate on-site and off-site resources.

Specify enhanced services for EL students:

Data & Evidence:

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

Describe Professional Learning related to this action:

- All teachers will receive professional learning around absenteeism and how to support students with attendance concerns.
- All teachers receive professional learning about trauma, triggers, and how to deal/support students with trauma.
- Staff that is involved with the School Climate & Culture team will be provided with extra pay contracts to support the planning of activities, development of structures and procedures and support school climate and culture as a whole.

Action 2

Title: Suspensions Per 100

Action Details:

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

1. Admin will hold parent meetings with all students who have been repeatedly demonstrated Tier 3 Misbehaviors and parents these students will be provided with resources to support the progress of their child at home.
2. SST's will be conducted for students who have been repeatedly demonstrated Tier 2 & 3 Misbehaviors.
3. Teachers/Staff will create a positive school environment through providing SEL opportunities on a daily basis.
4. Admin and teachers will create and/or agree upon alternative method(s) for progress monitoring.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ATLAS & Discipline Entry Data
- SQII Indicators

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

- Invite guest speakers to Calwa to present the importance of kindness, civility, and courtesy.
- 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 positive student behaviors.
- RCA will be used to provide support for at-risk students. RCA will work with the school psychologist to develop systems that would support the social-emotional needs of students.
- School Psychologist will connect with students that struggle with behavior due to social-emotional concerns.
- Materials Needed:
 - Class Meeting, 2nd Step and Olweus Curriculum
 - Materials and supplies to support SEL
 - Positive behavior incentives

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

- Parents will be provided with information around the importance of positive behavior during monthly Parent Coffee Hour, School Site Council and ELAC Meetings.
- Staff will make proactive contacts with parents of students with increased misbehaviors.
- 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.

Owner(s):

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

Timeline:

- Admin monitor ATLAS & discipline data weekly
- Review/report monthly data to teachers/staff
- Review/report quarterly data to parents

Specify enhanced services for EL students:

Data & Evidence:

- School Climate & Culture Data (Parent & Student)
- Behavior Data
- ATLAS Entry Data (Counseling or Other)

Describe Professional Learning related to this action:

- All teachers receive professional learning about trauma, triggers, and how to deal/support students with trauma.
- All teachers will receive professional learning around absenteeism and how to support students with behavior concerns.
 - CHAMPS
 - 2nd Step
 - Olweus
 - Restorative Practices

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Extra Pay Contracts for School Climate & Culture	5,987.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No incentives or food)	1,432.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.4000	Time funded will be used to support the social-emotional needs of the general student population.	57,622.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Extra Pay Contracts for School Climate & Culture	1,835.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Position to support social-emotional needs of at-risk students	13,027.00

\$79,903.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0075 Calwa Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST's	3,500.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Half Day Subs for Teacher Observations	2,489.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Extra Pay Contracts for Academic Support	5,987.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,910.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		8,910.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,385.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,385.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	31,836.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	4,000.00
G1A1	Sup & Conc	Instruction	Travel			: PL/Conferences for Staff	21,800.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Printers & Copiers to Support Instruction	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		113,959.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex Math, Starfall, SPLASH Math, Imagine Learning SEE ALL GOAL 1	13,905.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies (No incentives or food)	1,500.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	6,115.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		63,292.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	4,771.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			: Parent Participation	2,000.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Extra Pay Contracts for School Climate & Culture	5,987.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No incentives or food)	1,432.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000	Time funded will be used to support the social-emotional needs of the general student population.	57,622.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Extra Pay Contracts for School Climate & Culture	1,835.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Position to support social-emotional needs of at-risk students	13,027.00

\$410,647.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,735.00
Sup & Conc	7090	\$226,182.00
LCFF: EL	7091	\$125,730.00
Grand Total		\$410,647.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$330,744.00
G4 - All students will stay in school on target to graduate	\$79,903.00
Grand Total	\$410,647.00