

Calwa Elementary

10621666006126

Principal's Name: Corrinna Rivera

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 - Fabiola Valencia				X	
3. Melissa Boyles		X			
4. Cheryl Jarvi		X			
5. Brenda Meek			X		
6. Fabiana Morales				X	
7. Sandra Garcia				X	
8. Melissa Esqueda			X		
9. Noemi Quezada				X	
10. Irma Vizcarra				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: 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	Corrinna Rivera		3/21/19
SSC Chairperson	Fabiola Valencia		3/21/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$66,646 *
7090	LCFF Supplemental & Concentration	\$236,092
7091	LCFF for English Learners	\$108,966
		\$411,704
TOTAL 2019/20 ON-SITE ALLOCATION		\$411,704

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,127
Remaining Title I funds are at the discretion of the School Site Council	\$64,519
Total Title I Allocation	\$66,646

Calwa Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	21.245 %	1.475 %	2017-2018	8.475 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.063 %	26.197 %	2017-2018	33.197 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.923 %	22.129 %	2017-2018	29.129 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Continue refinement of assessment cycles (CSA/CFA's)
- Continue Tier 2 & 3 interventions
- Implementation of IAB's for ELA
- Focused sequence of instruction
- Goal setting (school-wide, grade level, student)

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

- Continue refinement of assessment cycles (CSA/CFA's)
- Continue Tier 2 & 3 interventions
- Implementation of IAB's for Math
- Focused sequence of instruction

EL Reclassification Rate (All grade levels)

- Small group instruction (pull-out program)
- Pull-out intervention for newcomers (Imagine Learning)
- Goal setting (school-wide, grade level, student)

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

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

Student groups 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
- Inconsistent use of GVC as it was intended

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

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
- Inconsistent use of GVC as it was intended

Goal 1: On track to meet goal

- Lack of availability of disaggregated data for CFA's and Interim Assessments

EL Reclassification Rate (All grade levels)

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
- Lack of PL around the use of the ELD component of the GVC

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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 assessment cycles of learning. 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.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The difference between last years plan and this years plan would be the inclusion of IAB's. The use of these assessments will support teachers in their efforts to improve instructional practice and provide specific/targeted instruction. The addition of IAB's can be found in Goal 1 Actions 1 & 2.

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

1 SSC:

- SSC's concern for the 2018-2019 was the amount of funding for materials & supplies. The question/task was how to maximize the use of our funding sources so that we have enough materials & supplies as well as meet student's academic and SE needs.

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:

Suggestions to Support Literacy Instruction:

- Continued reading practice in K-2
- Classroom libraries
- Open library for community
- Independent literacy program
- Book Club

Suggestions to Support Math Instruction:

- Individual and/or small group instruction

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 assessment cycles by creating CFA/CSA's, analyzing data and planning for response.
2. CFA's results based on RL & RI standards will lead to Tier 2 intervention (deployment) in grades 3-6.
3. CFA's based on RF standards will lead to Tier 2 intervention (deployment) in grades 1-2.
4. KAIG assessment data will be used to provide Tier 2 intervention in small groups with instructional assistant and/or with teacher.
5. Teachers will implement a consistent method for teaching and assessing fluency in reading
6. IAB and District benchmarks will be used to assess student progress and adjust instruction where applicable.
7. 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.

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 CSACFA's for ELA

KAIG

BPST

Fluency Assessment Results

IAB Assessments

Owner(s):

Admin

Instructional Leadership Team

Teachers

PLC's

Students

TSA

School Psychologist

HSL

SPED Staff

Timeline:

Assessment data will be monitored as assessments are administered and scored.

Professional learning will be on-going throughout the school year.

Tier 2 & 3 intervention will be on-going throughout the school year.

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 literacy instruction in the Dual Immersion classrooms.
- Copier and printer leases will support teachers implementation of grade level curriculum.
- Materials Needed: Software Programs (Starfall, Moby Suite, 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)

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
- 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 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.
- 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 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.

Specify enhanced services for low-performing student groups:

- Tier 2 & 3 Intervention 3-4 times a week for 45 minutes a day for all student groups that meet the criteria to receive intervention. Tier 2 Intervention will be provided to all student groups based on student performance on CFA's. Student groups will be created around target standards that students failed to demonstrate mastery. Tier 3 Intervention will be provided to all student groups (with the exception of SPED students). Students will be chosen based on the following: Previous SST referral, teacher recommendation, previous years KAIG, BAS or Interim assessment results. Once students are referred, their placement will be confirmed through a DIBELS or BPST assessment.
- Wonders on-line instructional support and/or other on-line literacy based program (Imagine Learning, Moby Suite, Starfall)
- Frequent & specific school to home communication about student progress

Describe Professional Learning related to this action:

- Teachers and admin will continue to receive on-site & off-site professional learning pertaining in support of the schools mission to provide high levels of learning for all students. Off-site PL to include travel and conference expenses (PLC Institute, Standards Institute, Two-Way Bilingual Immersion Conference and/or other relevant conferences to support teacher & student learning)
- 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, Write to Sources...)
- Provide subs so that teachers can do lesson observations of on-site and off-site peers.
- Use RTI at Work to support Tier 2 intervention system implementation.
- Provide learning around student engagement using Engagement by Design.
- Continue the use of Design in 5 (Common Assessments) and Learning by Doing (PLC's)

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 assessment cycles by creating CFA/CSA's, analyzing data and planning for response.
2. Teachers will implement a consistent method for teaching and assessing fluency in mathematics.
3. IAB and District benchmarks will be used to assess student progress and adjust instruction where applicable.

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/CSA's for Math
 On-line Math Assessment Data
 BBF Benchmark Data
 IAB Assessment

Owner(s):

Admin
 Instructional Leadership Team
 Teachers
 PLC's
 Students
 TSA
 School Psychologist
 HSL
 SPED Staff

Timeline:

Assessment data will be monitored as assessments are administered and scored.
 Professional learning will be on-going throughout the school year.
 Tier 2 & 3 intervention will be on-going throughout the school year.

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 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, SPLASH Math, Moby Suite or other comparable program), classroom supplies to support instruction, technology--purchasing of new & repairing the old, incentives for students demonstrating growth (predetermined by ILT)

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
- 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

Specify enhanced services for low-performing student groups:

- Small group Tier 2 & 3 Intervention
- GO Math on-line instructional support and/or other on-line math program(s) (Reflex Math, SPLASH Math, Moby Suite)
- Frequent & specific school to home communication about student progress

- 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.
- 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 in support of the schools mission to provide high levels of learning for all students. Off-site PL to include travel and conference expenses (PLC Institute, Standards Institute, Two-Way Bilingual Immersion Conference and/or other relevant conferences to support teacher & student learning)
- Teachers will continue to receive professional learning around maximizing their baseline curriculum and the tools/resources that it offers (Technology, Write to Sources...)
- Provide subs so that teachers can do lesson observations of on-site and off-site peers.
- Use RTI at Work to support Tier 2 intervention system implementation.
- Provide learning around student engagement using Engagement by Design.
- Continue the use of Design in 5 (Common Assessments) and Learning by Doing (PLC's)

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

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

ELPAC Data
BAS
DRP
SBAC Data in ELA
District Interim
CFA/CSA's for ELA
BPST
Fluency Assessment Data

Owner(s):

Admin
Instructional Leadership Team
Teachers
PLC's
Students
TSA
School Psychologist
HSL
SPED Staff

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: 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
- 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).

Specify enhanced services for low-performing student groups:

- Tier 3 Intervention 3-4 times a week for 45 minutes a day for LTEL students based on their current ELPAC assessment results.
- Tier 2 Intervention 3-4 times a week for 45 minutes a day for all EL students based on their CFA performance
- Wonders on-line instructional support and/or other on-line literacy based program (Imagine Learning, Moby Suite, Starfall)
- Frequent & specific school to home communication about student progress

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 and how to effectively use Write to Sources to support language development.

- 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.

2019-2020 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			Substitutes for SST's	4,941.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Half Day Subs for Teacher-Teacher Observations	3,530.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,975.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,441.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,298.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,298.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies (All Subject Areas)	24,379.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to Support Instruction in ELA/Math **To include other direct services that are related to instruction**	37,327.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology (includes purchases & repairs)	19,500.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conference Costs (PLC, Dual Language, Standards Institute)	25,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	5,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,114.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support literacy/math instruction (includes new purchases & repairs)	8,605.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract to Support Academics & SEL	5,905.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Software to Support Instruction (Moby Suite, SPLASH Math, Starfall)	8,825.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation (Babysitting)	6,118.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Imagine Learning Licenses	5,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Leveled Readers/Books in English & Spanish	6,300.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	5,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for Parent Teacher Conferences	3,496.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		69,451.00

\$303,503.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	20.294 %	18.353 %	2017-2018	25.353 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

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:

- Field Trips
- Music Program Courses
- Sports
- After School Tutoring

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

Goal 2 Participation Rate

Goal 2 data does not suggest any disproportionality for any student group. Calwa is struggling to provide diverse Goal 2 activity options due to the lack of adult leaders to guide/lead activities.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The Goal 2 activities at Calwa are limited to athletics, music and Goal 2 study trips. There are no differences between the intended and actual implementation of actions and budget expenditures for the goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Admin team needs to analyze and desegregate data in order to determine gaps in meeting student group needs and/or connecting behaviors and academic achievement to lack of student engagement.

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

1 SSC:

- 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.

2 ELAC:

- 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.

3 Staff:

Teachers have questions about the following:

- How do we measure art?
- What is the FUSD Art curriculum?

Teachers have the following PL needs:

- Integrating Visual Arts

Other requests related to Goal 2:

- Become a Visual Performing Arts School
- Add lunchtime clubs/activities
 - 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. Students will have the opportunity to provide input around preferred activities.

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
Instructional Leadership Team
Teachers
Students
HSL
Climate & Culture Team

Timeline:

Quarterly

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

- Students will receive a weekly lesson in art/music.
- 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.
- After School Program will provide enrichment activities: art, karate, dance, etc...

Specify enhanced services for EL students:

- All students will be provided with access to Goal 2 activities. Information will be sent home in English & Spanish in a timely manner.
- Student participation data will be segregated to monitor EL student participation.

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.

Specify enhanced services for low-performing student groups:

- Student academic and discipline data will be used to monitor student participation in Goal 2 activities and recruit students as necessary for all student groups.

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.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	91.15 %	2017-2018	98.15 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 twice during the 2018-2019 school year.

Exposure to Careers - 6th Grade

Data for Goal 3 is based on student participation in activities outside of district funded study trips (6th Grade Camp). Students in Grade 6 visited Fresno City College during the 2018-2019 school year.

Exposure to Careers - 4th Grade

Data for Goal 3 is based on student participation in activities outside of district funded study trips (Monterrey). Students in Grade 4 visited Bitwise during the 2019-2019 school year.

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

Exposure to Careers - 3rd Grade

Data does not suggest a disproportionality among student groups.

Exposure to Careers - 6th Grade

Data does not suggest a disproportionality among student groups.

Exposure to Careers - 4th Grade

Data does not suggest a disproportionality among student groups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are differences in the intended and actual implementation of actions and budget expenditures to meet this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Admin needs to analyze and desegregate data in order to engage struggling students in school activities that expose them to careers. In addition, we need to offer students a more diverse selection of opportunities outside of the district provided activities.

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

1 SSC:

- 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.

2 ELAC:

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

3 Staff:

Staff had the following suggestions/input:

- Quarterly career fair
- Exposure through literature
- Research
- Career Exploration Assessment

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
Instructional Leadership Team
Teachers
Students
HSL
Climate & Culture Team

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.

Specify enhanced services for low-performing student groups:

- Student academic and discipline data will be used to create focus groups in which college and career exploration can take place for all student groups.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	12.539 %	12.949 %	2017-2018	10.949 %
Suspensions Per 100	3.408 %	9.935 %	2017-2018	8.935 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Chronic absenteeism is monitored by our CWA on a regular basis. CWA maintains close contact with admin about identified students with attendance concerns, action plans and home communication.

CWA does the following which supports our school at reaching our target goals:

- weekly meetings with students to set goals and encourage positive attendance
- provides incentives for students who reach their goals
- coordinates the Girl Power and Boys to Men gatherings during lunch time
- makes home visits on a regular basis as required
- makes frequent phone calls to parents of students who are on the list for chronic absences

At this time we have a 96% attendance rate. We are not meeting our goal due to a few families that have multiple children who have been identified as Chronic. Our site has followed protocols for the SARB process and we still have been unsuccessful at reaching the families.

Suspensions Per 100

Admin works with school psychologist to create plans of action to meet the needs of students who continuously struggle with self-management & self-awareness. CCT has regular discussion about levels of misbehavior, positive interactions and positive correction of negative student behaviors.

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

Chronic Absenteeism

Data would suggest that our African-American group is a student group of need. Causes for disproportionality are unclear as the student group at Calwa is significantly smaller than other student groups.

Suspensions Per 100

Data would suggest that our African-American group is a student group of need. Causes for disproportionality are unclear as the student group at Calwa is significantly smaller than other student groups. One consideration for the disproportionality is that the number of suspensions stems from 1-2 students. It is not a widespread data trend.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between the intended and actual implementation of actions and budget expenditures to meet this goal. However, we need to tighten up our action plan to better serve our students and parents with attendance and suspensions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Admin definitely needs to analyze and desegregate data with the different MTSS teams and develop action plans to meet the needs of students through on-site or off-site services. Adding the services of Family Counseling Services will support our staff and students that are dealing with trauma and behaviors that stem from that trauma.

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

1 SSC:

- Parents support the addition of a Family Counseling Services (3-days a week) work with students and parents to support students from home to school.
 - Also, to provide more one-on-one support for identified students at school, in order to ensure the student's success in class.
- SSC talked about rewarding parents for participation in school-based activities as well as for their student's positive attendance rates.

2 ELAC:

- Parents requested that more action be taken by the school CSW to address and support the families who are not sending their students to school on a more consistently.
-

3 Staff:

Teacher Suggestions/Input:

- Make a bigger emphasis on Student of the Month
- Re-implement Character Counts
- Teacher PL around ATLAS entries and how to deal with challenging classroom behaviors
- Increase parent participation through an increase of community activities on-site
- Support positive school attendance for kindergarten students through home-visits
- Provide parent/student incentives for positive/improved attendance rates
- Consistent communication between teacher and CWA for SPED students identified as "chronic"

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

- 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

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.
- Family Foundations Counseling Services Team will work with referred students to provide therapeutic counseling and teach coping skills if behaviors are impeding consistent attendance.
- Materials Needed:
 - Attendance incentives

Specify enhanced services for EL students:

- Attendance data will be segregated to monitor EL students.

Specify enhanced services for low-performing student groups:

- Attendance data will be segregated to monitor low-performing students for all student groups.

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.
- Family Foundations Counseling Services Team will connect parents to off-site resources as well as provide family counseling as deemed necessary.

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 through School Psychologist and Family Foundations Counseling Services.
- 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
- Power BI
- California Dashboard

Owner(s):

Admin
Teachers
Parents
Students
HSL
School Psychologist
CWA
Family Foundations Counseling Services Team
School Climate & Culture Team

Timeline:

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

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.
- Family Foundations Counseling Services Team will work with referred students to provide therapeutic counseling and teach coping skills.
- 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 lessons
 - Positive behavior incentives

Specify enhanced services for EL students:

- Counseling and interventions will be offered in students primary language when available.
- HSL will ensure that students and parents are able to access any resources/information that is not in their

Specify enhanced services for low-performing student groups:

- Student academic, attendance and discipline data will be used to ensure that low-performing students are provided access to social-emotional resources.

primary language.

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.
- Family Foundations Counseling Services Team will connect parents to off-site resources as well as provide family counseling as deemed necessary.

Describe Professional Learning related to this action:

- All teachers receive professional learning about trauma, triggers, and how to deal/support students with trauma through School Psychologist and Family Foundations Counseling Services.
- All teachers will receive professional learning on how to support students with behavior concerns through the Climate and Culture Team and DPI support staff.
- Teachers and admin will continue to receive off-site professional learning pertaining in support of the schools vision statement of ensuring that students' social-emotional needs are met. Off-site PL to include travel and conference expenses (Safe & Civil Schools Conference, district provided PL during non-duty hours as applicable...)

2019-2020 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	Sup & Conc	Instruction	Mat & Supp			: Student Incentives (attendance, behavior, academics)	10,000.00
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. 1052002 Tiscareno, Cesar	58,301.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Services to support students that have experienced trauma that is impacting student performance and staying in school.	37,327.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Services to support students that have experienced trauma that is impacting student performance and staying in school.	2,573.00

\$108,201.00

2019-2020 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			Substitutes for SST's	4,941.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Half Day Subs for Teacher-Teacher Observations	3,530.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,975.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		11,441.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,298.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,298.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies (All Subject Areas)	24,379.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies to Support Instruction in ELA/Math **To include other direct services that are related to instruction**	37,327.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology (includes purchases & repairs)	19,500.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conference Costs (PLC, Dual Language, Standards Institute)	25,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	12,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	5,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375		11,114.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support literacy/math instruction (includes new purchases & repairs)	8,605.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract to Support Academics & SEL	5,905.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Software to Support Instruction (Moby Suite, SPLASH Math, Starfall)	8,825.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation (Babysitting)	6,118.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Imagine Learning Licenses	5,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Leveled Readers/Books in English & Spanish	6,300.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	5,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for Parent Teacher Conferences	3,496.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000		69,451.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives (attendance, behavior, academics)	10,000.00
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. 1052002 Tiscareno, Cesar	58,301.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Services to support students that have experienced trauma that is impacting student performance and staying in school.	37,327.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Services to support students that have experienced trauma that is impacting student performance and staying in school.	2,573.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,646.00
Sup & Conc	7090	\$236,092.00
LCFF: EL	7091	\$108,966.00
Grand Total		\$411,704.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$303,503.00
G4 - All students will stay in school on target to graduate	\$108,201.00
Grand Total	\$411,704.00