

**Calwa Elementary**

10621666006126

Principal's Name: Corrinna Rivera

Principal's Signature: *Corrinna Rivera*

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

<b>District Goals</b>	
<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 School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</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 and Family 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</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. Yenedith Martinez				x	
4. Irma Vizcarra				x	
5. Alejandra Terriquez				x	
6. Blanca Diaz				x	
7. Maria Arcos Rodriguez		x			
8. Griselda Fernandez		x			
9. Sherri Lenhof			x		
10. Sheila Kelley		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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	Corrinna Rivera	<i>Corrinna Rivera</i>	4/29/20
<b>SSC Chairperson</b>	Fabiola Valencia	<i>Fabiola Valencia</i>	4/29/20

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 2020/21

Calwa - 0075

**ON-SITE ALLOCATION**

3010	Title I	\$67,946 *
7090	LCFF Supplemental & Concentration	\$233,230
7091	LCFF for English Learners	\$94,869
		\$396,045
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$396,045</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,923
Remaining Title I funds are at the discretion of the School Site Council	\$66,023
Total Title I Allocation	\$67,946

## Calwa Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.197 %	28.389 %	2018-2019	35.389 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.129 %	25.945 %	2018-2019	32.945 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-122.2 pts	2018-2019	-107.2 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-138.5 pts	2018-2019	-123.5 pts

**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)
- 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)

#### SBAC ELA Distance from Level 3 (Students w/Disabilities)

- SDC teachers are implementing Wonder Works for each grade level that they serve.
- IEP goals are written on grade level for ELA and English Language Development.
- SDC and RSP teachers continue to use FUSD SPED adopted resources to support student learning at their academic levels.
- Teachers work collaboratively with RSP teacher to ensure that students are receiving maximum

**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 a clear and consistent action plan after data analysis of CFA's/CSA's
    - Inconsistent use of GVC as it was intended
    - Lack of PL around the use of the ELD component of the GVC

#### SBAC ELA Distance from Level 3 (Students w/Disabilities)

- Instruction is not balanced (yet) between grade level and developmentally appropriate skills and concepts.

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

support in both the GE and RSP setting.

**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
- Goal setting (school-wide, grade level, student)

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

- SDC teachers are maximizing the use of GO Math to provide grade level instruction for each grade level that they serve.
- IEP goals are written on grade level for Math.
- SDC and RSP teachers continue to use FUSD SPED adopted resources to support student learning at their academic levels.
- Teachers work collaboratively with RSP teacher to ensure that students are receiving maximum support in both the GE and RSP setting.

- 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 low-level-rigor
    - Inconsistent use of GVC as it was intended
    - Lack of a clear and consistent action plan after data analysis of CFA's/CSA's

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

- Instruction is not balanced (yet) between grade level and developmentally appropriate skills and concepts.

**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. There is always a struggle to balance instructional and managerial leadership practices to ensure that goals and funding are aligned and utilized as intended.

**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 biggest difference is the implementation of more literacy support in the classroom for 1st-3rd grade students. We hope to accomplish this by providing push-in support during the Tier 3 Instructional block of time with instructional assistants.

**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:

- Recognizes the need for literacy support for teachers during guided reading instruction
- Concerned about the amount of money invested in SEL

**2** ELAC:

- Consider having a parent volunteer 3 hours/day to support EL students
- Tutoring after school by teachers

**3** Staff:

- Would like extra support for reading/literacy instruction
- Wondered about the cost and impact of the Tier 3 counselors
- Requested substitutes to have full days of IEP's because



services that only reaching a small percentage of the student population.

- ASSC member was concerned about the amount of money invested in human resources that do not directly impact students: HSL, Counselors, Psychologist
- Would like to see more follow through with providing student incentives
- ASSC member stated that funding should not be going to extra pay contracts for teachers to tutor, but that teachers should tutor because it is what students need.

- Could the school train parents to commit and volunteer to support students
- Consider making a 3 hour aide position a 6 hour position to support students
- Parents would like to observe classrooms, teachers and instruction

there are a lot of IEP's and not enough days available to hold them in a timely manner

- Kinder teachers requested new tablets as they have not received any new technology since the very first roll out of technology.
- Staff survey surfaced the following needs/requests:
  - Different online instruction options besides iReady, Wonders and GO math.
  - Observation days for teachers
  - Instructional aides for Tier 2 & Tier 3 instruction
  - Professional learning for Tier 3 instruction

### Action 1

**Title:** High Quality ELA Instruction

**Action Details:**

Calwa will continue to implement district adopted programs for language arts (Wonders & Wonder Works) and plan instruction aligned with Common Core State Standards for all students. Calwa will implement a Tier 2 and Tier 3 intervention systems using both a push-in and deployment model (within grade level team and TSA Instructional Team).

1. Teachers will use PLC at Work, Learning by Doing, Design in 5 and Cultural Proficiency literature to support the implementation of assessment/learning cycles.
2. CFAs (FIAB/IAB's & Standards Mastery Assessments) will be used to reflect on Tier 1 instruction and create action plans for Tier 2 and Tier 3 instruction.
3. Kindergarten and 1st Grade will use a Wonders/Maravillas BPST and BAS/SEL to support literacy instruction and literacy intervention.
4. Essential Standards will be aligned from grades K-6 to ensure a strong instructional foundation (backwards map from 6th grade)
5. PLC's will reflect and use data to make grade level decisions that will impact student achievement as measured by site, district and state assessment data. In addition, PLC will ensure foundational structures are in place to maintain or increase team effectiveness.

**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**

iReady Diagnostic & Standards Mastery Assessments

BAS/SEL (Grades K-1)

BPST

Fluency Assessment Results

FIAB/IAB Assessments

SPED Benchmarks (Wonder Works & SRA)

ELPAC

**Owner(s):**

Admin

Instructional Leadership Team

Teachers

PLC's

Students

TSA

School Psychologist

HSL

SPED Staff

Behavior Intervention Specialist (Tier 2 IS)

Parents

**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 Tier 2 and Tier 3 instructional support as deemed necessary by assessment data.
- 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.
- MTSS Teams will support academic needs (as appropriate) and SE needs as it relates to academic progress. SST's will be conducted in alignment with the MTSS Framework.
- Instructional Aides will be utilized to provide Tier 3 intervention using the SRA program in tandem with Wonders resources.
- Bilingual Instructional Assistants will be utilized to support small group literacy instruction in Kinder Dual Immersion classrooms.
- Instructional Aides (in addition to Tier 3 IA's) will be used to push-in to 1st-3rd grade classrooms to support literacy instruction (in particular guided reading).
- Copier and printer leases will support teachers implementation of grade level curriculum.
- Other Materials Needed: Software Programs (Starfall, Imagine Learning, Imagine Learning Español), classroom materials and supplies to support instruction (all Tiers) including, materials, supplies and furniture to support Tier 2 behavior intervention, supplemental instructional resources for SPED (Wonder Works consumables and SRA workbooks and TE's), technology—purchasing of new & repairing the old, incentives for students demonstrating academic growth and/or increase student motivation (self-efficacy).

**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; online instruction via Imagine 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 in the EO setting; provide DI option to students if appropriate
- TSA and Instructional Assistant to develop a system to support ELD instruction, EL intervention and EL progress monitoring structures
- HSL to support and communicate with parents regarding student academic progress, redesignation status and/or ELPAC results
- ELPAC assessors will support student access and success during assessment administration.
- Materials, Supplies & Other Needs: Imagine Learning licenses, technology (tablets, laptops...),

**Specify enhanced services for low-performing student groups:**

- Tier 3 Intervention 3-4 times a week for 45 minutes a day for all student groups that meet the criteria to receive intervention. 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 iReady results. Once students are referred, their placement will be confirmed through a BPST, BAS or other appropriate literacy assessment.
- Tier 2 Intervention will be provided to all student groups based on student performance on CFAs. Tier 2 intervention approach will be determined by the ILT and site leadership.
- Wonders on-line instructional support and/or other on-line literacy based program (Imagine Learning, iReady, Starfall)
- Frequent & specific school to home communication about student progress
- Students that are low-performing and have been identified by the TST, will receive small group SE intervention supports with Tier 2 IS.

accessories (cables, cords, headphones, adapters...), incentives (medals, trophies, awards, tangible rewards, field trips), substitute coverage to allow teachers to attend conferences and/or observe other colleagues, books & reference materials for DI classrooms.

- Additional funded instructional assistance will push-in to support literacy instruction in the classroom for grades 1st-3rd in small group settings.
- After School Library Program will support additional literacy intervention to targeted students (as identified by the site leader and iReady data).

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

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- 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 iReady 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.
- Other needs: Babysitters to support parent gatherings, food and other refreshments to offer parents during parent gatherings, technology (on possible check out system) to support virtual connection for SSC and ELAC officers and furniture for parent center and babysitting room.

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

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- 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, conference expenses and substitute coverage (PLC Institute, Standards Institute, Two-Way Bilingual Immersion Conference and/or other relevant conferences to support teacher & student learning)
- ILT, CCT and TST planning days will support consistent and structured implementation of site work as it aligns to the schools mission and vision (Needs: Substitute coverage, materials and supplies to support meeting facilitation, travel and accommodation expenses as necessary, extra-pay contracts to support work that takes place after employees duty day...)
- 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.
- Continue and/or start the use of the following literature as part of a structured professional learning plan (purchase of texts for employees may be necessary):
  - Design in 5 (Common Assessments)
  - Learning by Doing (PLC's)
  - RTI at Work
  - Cultural Proficiency
  - Engagement by Design
- Continue distance learning professional learning: Microsoft TEAMS, effective use of communication apps (Class Dojo, Google Voice, Remind), Seesaw, Zoom, Google Classroom, YouTube and district provided curriculum (Wonders Online, GO Math, iReady).
- Other needs: Teacher laptops (if a replacement is not available through teacher refresh program), materials and supplies to support professional learning (binder, highlighters, chart paper and other items as needed).

## Action 2

**Title:** High Quality Math Instruction

#### Action Details:

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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.

1. Teachers will use PLC at Work, Learning by Doing, Design in 5 and Cultural Proficiency literature to support the implementation of assessment/learning cycles.
2. CFA's (FIAB/IAB's & Standards Mastery Assessments) will be used to reflect on Tier 1 instruction and create action plans for Tier 2 and Tier 3 instruction.
3. Essential Standards will be aligned from grades K-6 to ensure a strong instructional foundation (backwards map from 6th grade)
4. PLC's will reflect and use data to make grade level decisions that will impact student achievement as measured by site, district and state assessment data. In addition, PLC will ensure foundational structures are in place to maintain or increase team effectiveness.

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**

iReady Diagnostic & Standards Mastery Assessments

Fluency Assessment Results (within GO Math, paper-pencil, online program)

FIAB/IAB Assessments

SPED Benchmarks (Number Worlds)

**Owner(s):**

Admin

Instructional Leadership Team

Teachers

PLC's

Students

TSA

School Psychologist

HSL

SPED Staff

Behavior Intervention Specialist (Tier 2 IS)

Parents

**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 Smarter, 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 (Possibly: Reflex Math, SPLASH Math, Prodigy, Big Brainz or other comparable program), classroom materials and supplies to support instruction (all Tiers), materials, supplies and furniture to support Tier 2 behavior intervention, technology--purchasing of new & repairing the old, incentives for students demonstrating academic growth and/or increase student motivation (self-efficacy).

**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
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns

**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) (possibly: Reflex Math, SPLASH Math, Prodigy, Big Brainz or other comparable program)
- Frequent & specific school to home communication about student progress

**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

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

- Teachers and admin will continue to receive on-site & off-site professional learning pertaining in support of

instruction during monthly Parent Coffee Hour, ELAC and School Site Council Meetings.

- Parents will be provided with individual student data and site disaggregate data (site, district and state)
- 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).
- Teachers will share student specific data to parents during parent teacher conferences. Parents will receive copies of iReady 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.
- Other needs: Babysitters to support parent gatherings, food and other refreshments to offer parents during parent gatherings, technology (on possible check out system) to support virtual connection for SSC and ELAC officers an furniture for parent center and babysitting room.

the schools mission to provide high levels of learning for all students. Off-site PL to include travel, conference expenses and substitute coverage (PLC Institute, Standards Institute, Two-Way Bilingual Immersion Conference and/or other relevant conferences to support teacher & student learning)

- ILT, CCT and TST planning days will support consistent and structured implementation of site work as it aligns to the schools mission and vision (Needs: Substitute coverage, materials and supplies to support meeting facilitation, travel and accommodation expenses as necessary, extra-pay contracts to support work that takes place after employees duty day..)
- Provide subs so that teachers can do lesson observations of on-site and off-site peers.
- Continue and/or start the use of the following literature as part of a structured professional learning plan (purchase of texts for employees may be necessary):
  - Design in 5 (Common Assessments)
  - Learning by Doing (PLC's)
  - RTI at Work
  - Cultural Proficiency
  - Engagement by Design
- Continue distance learning professional learning: Microsoft TEAMS, effective use of communication apps (Class Dojo, Google Voice, Remind), Seesaw, Zoom, Google Classroom, YouTube and district provided curriculum (Wonders Online, GO Math, iReady).
- Other needs: Teacher laptops (if a replacement is not available through teacher refresh program), materials and supplies to support professional learning (binder, highlighters, chart paper and other items as needed).

### Action 3

**Title:** High Quality Designated ELD Instruction

#### [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:**



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  
SBAC Data in ELA  
iReady  
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  
Parents  
Behavior Intervention Specialist (Tier 2 IS)

**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
- Instructional Aide to support EL Intervention (4th-6th) via Small Group Instruction; Progress Monitoring; Documentation for EL Students
- 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

**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 will be provided to all student groups based on student performance on CFAs. Tier 2 intervention approach will be determined by the ILT and site leadership.
- Wonders on-line instructional support and/or other on-line literacy based program (Imagine Learning, iReady, Starfall)
- Frequent & specific school to home communication about student progress
- Students that are low-performing and have been identified by the TST, will receive small group SE intervention supports with Tier 2 IS.
- Additional funded instructional assistance will push-in to support literacy instruction in the classroom for grades 1st-3rd in small group settings.
- After School Library Program will support additional literacy intervention to targeted students (as identified by the site leader and iReady data).

**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

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.

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

# 2020-2021 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-Supp			Substitutes to Provide Classroom Coverage: SST Meetings, Conferences, Classroom Observations, Site Directed PL Meetings. No IEP in Title I.	9,149.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd (Push-In)	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd (Push-In)	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd.	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd (Push-In).	10,075.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Leveled Readers and Other Literature Books in English and Spanish; Wonder Works Workbooks, SRA Workbooks and other resources to support SPED.	12,305.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classroom	12,350.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classrooms	11,894.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	8,639.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	10,075.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (All Subject Areas) to Support High Quality Instruction; Tier 2 Intervention Materials & Supplies	57,795.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Purchases: Teacher Computers, Student Tablets, ELMO's, Projectors, Cables, Adapters and Sound System Equipment.	19,500.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conference Costs: PLC Institute, ATDLE Conference, Standards Institute, Orton Gillingham Training and Other PL Opportunities (On & Off Campus).	17,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	5,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000	Extra Support: SWD Academic and Behavioral Needs; Tier 3 Intervention for All Students	60,977.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Leveled Readers and Other Literature Books in English and Spanish	2,575.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings: ELAC, Parent Coffee Hour, SSC and other Parent	6,192.00



# 2020-2021 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
G1A3		Parent Participation	Oth Cls-Supp			Learning Opportunities.	6,197.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Imagine Learning and Imagine Learning Español Licenses	5,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	EL Intervention (4th-6th) via Small Group Instruction; Progress Monitoring; Documentation for EL Students	11,743.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00
G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for Parent Teacher Conferences	3,538.00
G1A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL to support school to home communication.	72,013.00

**\$386,045.00**

**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	25.353 %	23.077 %	2018-2019	30.077 %

**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
- Sports
- After School Tutoring
- Clubs

**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 with the lack of Goal 2 activities outside of sports. SSC would like a diverse set of options for clubs and activities for students.

**2 ELAC:**

Parents of EL students do not a different view of they would like to see for their students. They want the same types of opportunities as the SSC.

**3 Staff:**

Staff would like to see more school activities:

- Clubs (Cooking Club, Book Club, Dance Club...)
- School Carnival
- Student Leadership
- Game Night
- Movie Night

### Action 1

**Title:** Increase or Maintain Participation in Goal 2 Activities

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 from district assigned music teacher.
- 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 Morning Meetings, Class Meetings and 2nd Step lessons on a weekly basis to ensure that students are connected to school social and emotionally. The Afterschool Program also implements the social emotional program from Sanford Harmony.
- After School Program will provide enrichment activities: art, karate, dance, and structured PE (as well as other ASP staff created enrichment activities).

#### Specify enhanced services for EL students:

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- 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):

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- 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.
- ASP Coordinator will give parents quarterly updates on the program and its offerings.

#### Specify enhanced services for low-performing student groups:

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- 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:

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- 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 %	94.017 %	2018-2019	100 %
Exposure to Careers - 4th Grade	98.15 %	94.805 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	95.349 %	2018-2019	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 (CSUF Downey Planetarium). Students in Grade 3 participated in Bricks for Kids and visited the Fresno Art Museum during the 2019-2020 school year.

**Exposure to Careers - 4th Grade**

Data for Goal 3 is based on student participation in activities outside of district funded study trips. Students did not get to attend their study trip this school year due to the school closure.

**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).

**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 - 4th Grade**

Data does not suggest a disproportionality among student groups.

**Exposure to Careers - 6th 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:

Did not get to discuss prior to school closure.

**2** ELAC:

Did not get to discuss prior to school closure.

**3** Staff:

Did not get to discuss prior to school closure.

### Action 1

**Title:** Provide Opportunities to Develop Career Awareness

**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 2019-2020 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
- Afterschool Program
- Behavior Intervention Specialist (Tier 2 IS)

**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
- 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.
- Maximize the resources and platform of the ASP to promote career awareness.

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.
- Connect low-performing student groups with Tier 2 IS (as appropriate) to open opportunities for discussion about career options/interest.

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	10.949 %	10.727 %	2018-2019	8.727 %
Suspensions Per 100	8.935 %	9.95 %	2018-2019	8.95 %
Chronic Absenteeism (Students with Disabilities)		9 %	2018-2019	7 %
Suspension Rate (Students w/Disabilities)		10.1 %	2018-2019	7.1 %

**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 was monitored by our CWA on a regular basis in the 2018-2019 school year. This school year (2019-2020) we were offered a Tier 2 IS, but he did not come on board until late January 2020. Having said that, we did not stay on top of our Chronic Absenteeism as we have in the past.

**Chronic Absenteeism (Students with Disabilities)**

We did not have a specific focus on SWD within the SPSA for the 2019-2020 school year.

**Suspension Rate (Students w/Disabilities)**

We did not have a specific focus on SWD within the SPSA for the 2019-2020 school year.

**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. In addition, we contracted with Family Foundations Counseling Services to support students with Tier 3 trauma based behaviors that impact student achievement. The Culture & Climate Team had regular discussions 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**

Many of our students that struggle with attending regularly happen to be students that are foster youth and/or students that are historically chronically absent. We also have found that our chronically absent student, are students that have entered the school system later than their expected enrollment date.

**Chronic Absenteeism (Students with Disabilities)**

Our families with SWD that are also chronically absent have historically struggled with getting to school on-time. In working with our school-based support, we have found that student motivation plays a factor in school attendance as well as parents ability to get students to school in timely manner.

**Suspension Rate (Students w/Disabilities)**

Our suspension rate for SWD is limited to no more than 5 identified students either in the SDC or RSP setting. In rare instances, the suspensions have been due to attempting or causing injury to students and/or adults in the classroom setting. Disporportionality could be attributed to a lack of formal behavior plans and/or full implementation of accommodations in the GE setting.

**Suspensions Per 100**

Data would suggest that our African-American group is a student group of need. Causes for disproportionality are still being studied. We do have a larger group of African American students this school year. This data point is definitely a change for the culture of Calwa. Therefore, there is a need to look specifically at how the school is being intentional with analyzing data of different ethnic 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 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 especially for our SWD and our African American student group.

**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. Having a Tier 2 IS has been a great addition for targeted interventions of diverse groups of students. In addition, having the school psychologist and extra 2 days a week allows him to be a part of our TST team as we problem solve and work through what our students need academically and social emotionally.

**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:

The SSC did not get to discuss this at length, but they did question the benefits of the Tier 3 counseling services that we contracted with for the 2019-2020 school year. They also want to continue to fund our school psychologist to further support our SPED students and support our students with Tier 3 needs in the absence of Tier 3 counselors. SSC felt that our students needed more motivation and incentives to want to come to school and continue learning.

**2** ELAC:

ELAC did not get to discuss this goal prior to school closure.

**3** Staff:

Teachers did not get to provide input on this goal prior to school closure. However, they did indicate in the site SPSA survey that they would prefer to forgo the Tier 3 counseling services as it did not reach as many students as we would have liked. They also indicated on the survey that they felt we should continue to fund our school psychologist.

## Action 1

**Title:** Structures to Support Positive Climate & Culture

**Action Details:**

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

1. Admin staff will work closely with the DPI personnel and staff and Tier 2 IS to educate parents and students on the importance of being present at school "Every Minute of Every Day."
2. Admin will review attendance and suspension data during TST meetings (biweekly).
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 TST will work together to target families who are moving toward identification as Chronically Absent (prioritizing SWD students).
5. Tier 2 IS will implement an alternative recess for students that are demonstrating undesired classroom behaviors.
6. SPED Case Managers will work closely with GE teachers, school psychologist, students and families to ensure IEP's are implemented with fidelity and that structures (BSP) are in place to support positive behaviors/interactions

for SWD.

7. CCT team will be the driving force in ensuring that structures are in place to support academic and social-emotional behaviors (based on 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

- Panorama Data
- Attendance Data
- ATLAS Entry Data (Counseling or Other)
- Attendance Meetings Sign-in Sheets
- Tier 2 Behavior Intervention Data
- Power BI Data

#### Owner(s):

Admin  
Tier 2 IS  
Teachers  
Parents  
Students  
Home School Liaison  
School Psychologist  
MTSS Teams: CCT, ILT & TST  
DPI Support Staff

#### Timeline:

Depending on the structure, data will be monitored either daily, weekly or quarterly.

#### 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, being a reliable employee, kindness, civility, and courtesy.
- School-wide structures and incentives will be continued, refined and/or created to support getting students to school "Every Minute of Every Day."
- Tier 2 IS will connect with students that struggle with attendance due to social-emotional concerns.
- School psychologist will work with referred students to provide Tier 3 intervention for behaviors that are impeding consistent attendance, demonstrating positive behavior and/or academic success.
- 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 and attendance.
- 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: Materials & Supplies to Support Behavior Intervention & Attendance
  - Incentives: trinkets, toys, food incentives (pizza, ice cream...)
  - Fidgets to support self-regulation and focus (inside of classroom and Tier 2 classroom setting)
  - Furniture and related items: area rugs, yoga mats, ball chairs, resistant bands
  - Technology: laptops, tablets, audio equipment to support calming stations

#### Specify enhanced services for EL students:

- Attendance data will be segregated to monitor EL students.

#### 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.

#### Specify enhanced services for low-performing student groups:

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

#### 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

- 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 and Tier 2 IS will work with parents to connect them with appropriate on-site and off-site resources.

- trauma through School Psychologist, Tier 2 IS and other DPI staff.
- 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:

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- 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 primary language.

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

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- 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.

#### Specify enhanced services for low-performing student groups:

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

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

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- 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...)

## 2020-2021 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: Academic Achievement Incentives, Classroom Incentives in Support of Behavior Support Plans, Student of the Month, etc.	10,000.00

**\$10,000.00**

## 2020-2021 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-Supp			Substitutes to Provide Classroom Coverage: SST Meetings, Conferences, Classroom Observations, Site Directed PL Meetings. No IEP in Title I.	9,149.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd (Push-In)	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd (Push-In)	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd.	10,075.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Aides to Support Literacy Instruction in Grades 1st-3rd (Push-In).	10,075.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Leveled Readers and Other Literature Books in English and Spanish; Wonder Works Workbooks, SRA Workbooks and other resources to support SPED.	12,305.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classroom	12,350.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classrooms	11,894.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	8,639.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	10,075.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (All Subject Areas) to Support High Quality Instruction; Tier 2 Intervention Materials & Supplies	57,795.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Purchases: Teacher Computers, Student Tablets, ELMO's, Projectors, Cables, Adapters and Sound System Equipment.	19,500.00
G1A1	Sup & Conc	Instruction	Travel			Travel & Conference Costs: PLC Institute, ATDLE Conference, Standards Institute, Orton Gillingham Training and Other PL Opportunities (On & Off Campus).	17,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	5,000.00
G1A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.4000	Extra Support: SWD Academic and Behavioral Needs; Tier 3 Intervention for All Students	60,977.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: Leveled Readers and Other Literature Books in English and Spanish	2,575.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings: ELAC, Parent Coffee Hour, SSC and other Parent Learning Opportunities.	6,192.00
G1A3	Sup & Conc	Instruction	Bks & Ref			: Imagine Learning and Imagine Learning Español Licenses	5,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	EL Intervention (4th-6th) via Small Group Instruction; Progress Monitoring; Documentation for EL Students	11,743.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	5,000.00

G1A3	LCFF: EL	Parent Participation	Oth Cls-Supp		Translators for Parent Teacher Conferences	3,538.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000 HSL to support school to home communication.	72,013.00
G4A1	Sup & Conc	Instruction	Mat & Supp		: Student Incentives: Academic Achievement Incentives, Classroom Incentives in Support of Behavior Support Plans, Student of the Month, etc.	10,000.00
						<b>\$396,045.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,946.00
Sup & Conc	7090	\$233,230.00
LCFF: EL	7091	\$94,869.00
<b>Grand Total</b>		<b>\$396,045.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$386,045.00
G4 - All students will stay in school on target to graduate	\$10,000.00
<b>Grand Total</b>	<b>\$396,045.00</b>