

Calwa Elementary

10621666006126

Principal's Name: Angelica Espinoza

Principal's Signature:



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

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

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

Consolidated Program Assurances



<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 Engagement 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 - Angelica Espinosa	X				
2. Chairperson - Yenedith Amezquita Martinez				X	
3. Griselda Fernandez		X			
4. Esmeralda Arcos		X			
5. Sheila Kelley		X			
6. Sherri Lenhof			X		
7. Elena Medrano (Alternate)			X		
8. Fabiana Morales				X	
9. Rafaela Ochoa				X	
10. Dawnya Green				X	
11. Fabiola Valencia				X	
12. Irma Vizcarra (Alternate)				X	
13.					
14.					
15.					

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

Required Signatures

School Name: Calwa Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angelica Espinosa		4-12-21
SSC Chairperson	Yenedith Martinez		4-12-21

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$66,355 *
7090	LCFF Supplemental & Concentration	\$212,718
7091	LCFF for English Learners	\$98,415
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$24,026</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$401,514

* 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	\$1,731
Remaining Title I funds are at the discretion of the School Site Council	<u>\$64,624</u>
Total Title I Allocation	\$66,355

Calwa Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		5.05 %	2019-2020	12.05 %
I-Ready ELAD2 On Level		26.08 %	2020-2021	36.08 %
I-Ready Math D2 On Level		16.95 %	2020-2021	26.95 %
I-Ready ELAD2 On Level (Students With Disabilities)		3.7 %	2020-2021	13.7 %
I-Ready Math D2 On Level (Students With Disabilities)		1.89 %	2020-2021	16.89 %

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

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

I-Ready ELA D2 On Level

Continue refinement of assessment cycles (CSACFA's)
 Continue Tier 2 & 3 interventions
 Implementation of IAB's for ELA
 Focused sequence of instruction
 Goal setting (school-wide, grade level, student)
 EL Redesignation Rate (All grade levels)
 Small group instruction (pull-out program)
 Pull-out intervention for newcomers
 Goal setting (school-wide, grade level, student)

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

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

I-Ready ELA D2 On Level

Student groups that are concerning are our SPED, Hispanic and EL populations.
 Key factors for disproportionality could be due to the following:
 Limited of focus on EL designated instruction
 Limited support for newcomers-limited access to internet during distance learning
 Inconsistent action plans after data analysis of CFA's/CSA's
 Inconsistent use of GVC as it was intended
 Limited of PL around the use of the ELD component of the GVC

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

Continued progress needed for instructional balance between grade level and developmentally appropriate skills and concepts.

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

I-Ready Math D2 On Level

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)

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

SDC teachers continue to maximize 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.
General Education teachers work collaboratively with RSP teacher to ensure that students are receiving maximum support in both the GE and RSP setting.

EL Reclassification Rate

Due to the pandemic and limited access to technology, completing assessments such as ELPAC and iReady Diagnostic were challenging for students to access and complete.

I-Ready Math D2 On Level

Student groups that are concerning are our SPED, Hispanic and EL populations.
Key factors for disproportionality could be due to the following:
Limited 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
Inconsistent action plan after data analysis of CFA's/CSA's
Inconsistent use of GVC as it was intended
Limited of PL around the use of the ELD component of the GVC

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

Continued progress needed for instructional balance between grade level and developmentally appropriate skills and concepts.

EL Reclassification Rate

Due to the pandemic and limited access to technology, completing assessments such as ELPAC and iReady Diagnostic were challenging for students to access and complete.

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

The 2020-2021 academic year was significantly impacted by the shift to a distance learning model for many students and their families. Access to internet was one of the most impactful influence on students' participation in online learning and access to extra support i.e. small group instruction, tutor.com, EL after school intervention

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 & Regional work) as well as through providing release time for teachers to observe instruction of their on-site peers.

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

The changes planned for implementation for the upcoming 2021-2022 SPSA is the continue focus and participation in professional development around PLC work. Additionally, to support improvement in Math, the possibility of

participating in District-provided support in Math Lesson Design for the 2021-2022 academic year.

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:

Stakeholders shared the challenges of distance learning and how it impacted access and participation in virtual site and district provided resources that supported student learning in ELA and Math.

2 ELAC:

Stakeholders shared the challenges of distance learning and how it impacted access and participation in virtual site and district provided resources that supported student learning in ELA and Math.

3 Staff:

Teachers and staff also shared similar challenges in addressing the learning needs of students due to the distance learning model and access to internet to fully participate in the resources to support student learning needs.

Action 1

Title: High Quality ELA Instruction

Action Details:

Calwa Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary intervention through a systematic Multi-tiered System of Support will improve ELA/Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards. 2020-2021 I-Ready ELA D2 data indicates that 26.08% of students scored On Level. By June 2021, there will be a 10% increase in the percentage of students scoring On Level on the I-Ready ELA D2.

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

I-Ready Diagnostic

Common Formative Assessments (CFAs) using:

- BAS/SEL(Grades K-1)
- BPST
- Fluency Assessment Results
- FIAB/IAB Assessments
- Standards Mastery Assessments

SPED Benchmarks (Wonder Works & SRA)

ELPAC

iStation (Spanish Dual Language Immersion classes)

Data chats with teachers

Classroom goal-setting

Student goal-setting

Owner(s):

Admin

Instructional Leadership Team

Teachers

PLC Teams

Students

Teacher on Special Assignment

HSL

SPED Staff

Parents

Timeline:

- Daily Checking for Understanding
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Wonders Weekly, Quarterly, and End of Unit Assessments
- Standards Mastery-Quarterly
- Edcite Assessments

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, specific grade levels based on site data)
- Tier 1 - Ensure all students have access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time to supplemental interventions, establish a process for school-wide student intervention identification, plan implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills and supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if referral for Special Education is needed and appropriate using the SST process
- ELA Guaranteed and Viable Curriculum materials and resources
- 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 Social/Emotional 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 Wonders resources.
- Bilingual Instructional Assistants will be utilized to support small group literacy instruction in Kinder Dual Immersion classrooms.
- Copier and printer leases will support teachers implementation of grade level curriculum.
- Other Materials Needed: classroom materials and supplies (copy paper, laminating film, butcher paper, spiral notebooks, poster paper, dry erase markers, printer ink, Nikki folders, journal chart paper, and graphics to support instruction (all Tiers) including, materials, supplies and furniture to support Tier 2 behavior intervention, supplemental instructional resources in support of students with disabilities (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 engagement (self-efficacy).
- Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning
- Parent/Teacher conferences
- Tutoring
- Planning workshops for parents, etc.
- Graphics to support student learning
- Additional PLC planning time for Dual Immersion teacher for vertical articulation of program goals; provide supplemental contracts
- Monitoring of EL student progress along the ELD Proficiency Level Continuum and Redesignation rate within the Dual Immersion Program
- Increase opportunities to develop academic language for all students

Specify enhanced services for EL students:

- Designated & Integrated ELD instruction

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

- Small group instruction for newcomers (in U.S less than 12 months) through a pull-out intervention; iStation, SRA Language for 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 DLI setting as 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. They will assess students one to one and in small groups.
- Materials, Supplies & Other Needs: Imagine Learning licenses, technology (tablets, laptops...), 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 General Education and Dual Language Immersion classrooms.

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. 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 (iReady, iStation)
- 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 Social/Emotional intervention supports with Tier 2 CWAS.
- After School Library Program will support additional literacy intervention to targeted students (as identified by site Administration and iReady data).

Action 2

Title: High Quality Math Instruction

[Action Details:](#)

Calwa Elementary will implement mathematical instruction aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor to ensure that students make continuous progress and are able to demonstrate master of standards. 2020-2021 I-Ready Math D2 data indicates that 16.95% of students scored On Level. By June 2021, there will be a 10% increase in the percentage of students scoring On Level on the I-Ready Math D2.

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)

Data chats with teachers

Classroom goal-setting

Student goal-setting

Owner(s):

Administration

Instructional Leadership Team

Teachers

PLC Teams

Students

Teacher on Special Assignment

SPED Staff

Math Coaches (5th and 6th grade)

Parents

Timeline:

- Daily checking for understanding
- Common Formative Assessments (minimum of 1-2 per Quarter)
- Quarterly IAB Assessments
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- Standards Mastery Assessments
- Edcite Assessments

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, specific grade levels based on site data)
- Tier 1 - Ensure all students have access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
- Tier 2 - Schedule time to supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills and supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if referral for Special Education is needed and appropriate
- Math Guaranteed and Viable Curriculum materials and resources
- All students will receive daily math instruction that is on or above grade level for 90 minutes.
- All students will have daily opportunities to practice math fluency and exposure to higher-level-cognitive demanding tasks (Think Smarter, Go 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.
- Other Materials Needed: classroom materials and supplies (copy paper, laminating film, butcher paper, spiral notebooks, poster paper, dry erase markers, printer ink, Nikki folders, journal chart paper, and graphics to support instruction (all Tiers) including, materials, supplies and furniture to support Tier 2 behavior intervention, supplemental instructional resources in support of students with disabilities (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 engagement (self-efficacy).
- Training and support for 5th and 6th grade for Math Lesson Design (i.e. coaches and substitutes)
- Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning
- Parent/Teacher conferences
- Tutoring
- Planning workshops for parents, etc.

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 that are temporary with gradual release
- 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 DLI implementation
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns
- MLD training with District support via professional learning and coaching support

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

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 PLC 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
- SBAC Data in ELA
- iReady
- CFA/CSA's for ELA
- BPST
- Fluency Assessment Data
- ELPAC Data Chats and Goal-setting with Students

Owner(s):

- Administration
- Instructional Leadership Team
- Teachers
- PLC Teams
- 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 (iStation, iReady) and technology—purchasing of new & repairing the old, incentives for students demonstrating growth (predetermined by ILT), materials and supplies for classroom setting (including RTI)

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 that are temporary with gradual release
- 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
- Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning
- Parent/Teacher conferences
- Tutoring
- Planning workshops for parents, etc.
- ELPAC support by classified

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 (iStation, iReady, etc.)
- 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).

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Substitutes to provide classroom coverage: SST meetings, conferences, classroom observations, site directed professional learning, 504's, student assessments, AC planning towards end of year, as needed for field trips, professional learning (side by side learning), tutoring students, planning workshops for parents, etc... No IEPs.	12,342.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	10,300.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	10,346.00
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 student learning.	15,289.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: additional funds to pay for Paraprof, Instructional Asst, Adrina Riojas	2,464.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology Support for Learning: Teacher computers, student tablets, Elmos, projectors, projector bulbs, cables, adapters and sound equipment for classrooms, etc.	9,402.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts: tutoring, planning and administering assessments, PLC planning grade level standards-based instruction, supporting other staff instructionally, providing workshops for parents, planning professional development support.	3,593.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classroom	12,636.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classroom	12,261.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional Supplies: Schoolwide--Copy paper, laminating film, butcher papers, writing papers, spiral notebooks, poster paper, dry erase pens, printer ink, Nikki folders, journals, chart papers, etc.	41,634.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Support for Learning: Teacher computers, student tablets, Elmos, projectors, projector bulbs, cables, adapters, and sound equipment for classrooms, etc.	10,098.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Certificates copied for student incentives/academic recognition and grade level instructional tools copied for student	500.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Direct-Graph			support.	500.00
G1A1	One-Time School	Instruction	Teacher-Supp			Certificated Contracts: providing program tutoring/homework support to student groups after school, provide workshops for parents to support in technology use, homework in ELA/math, and educational web resources.	13,250.00
G1A2	One-Time School	Instruction	Teacher-Supp			5th and 6th grade level to implement Math Lesson Design Program to support foundational math skills, conceptual understanding, and increase student understanding in mathematical practices.	10,776.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	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	12,067.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for classified support for ELPAC assessment.	3,806.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students	485.00

\$201,249.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	90 %

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

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

Student-centered real world learning experience - Site Defined

Exposure to Careers - Grades 3-6

3rd Grade trips such as CSUF Downey Planetarium were not available due to the pandemic. Students in Grade 3 participated in Bricks for Kids and visited the Fresno Art Museum during the 2019-2020 school year.

4th Grade: Student study trips were limited due to the pandemic.

5th Grade: Student study trip were limited due to pandemic

6th Grade: student participation in activities outside of district funded study trips i.e. 6th Grade Camp were not accessible due to the pandemic.

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

Student-centered real world learning experience - Site Defined

For Grades 3-6
Data does not suggest a disproportionality among student groups.

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

Due to the pandemic and the limitations of distance learning (primary access to consistent internet signal), students were not able to participate in real-world, in person school sponsored activities that enhance their exposure to real-world experiences.

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

Admin needs to analyze and desegregate data in order to engage struggling students in school activities that expose them to careers. Additionally, 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:	2 ELAC:	3 Staff:
Members shared the need to expose students to different careers by inviting community members who represent different careers	ELAC members shared similar ideas regarding inviting guests who hold different positions i.e. police officers, lawyers, businessmen, etc.	Staff shared the need to have career day for intermediate grades i.e. 4-6

Action 1

Title: Opportunities to Develop Career Awareness

[Action Details:](#)

Calwa is committed to increasing student engagement in real-world and real-life learning experiences throughout the year by engaging students in co-curricular activities, clubs, athletic teams, visual and performing arts activities, field trips, school-wide and classroom sponsored 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](#)

- Reports from ATLAS
- Parent/students/staff surveys
- Panorama, Power BI (absenteeism)

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

- Administration
- TSA
- Teachers
- Home School Liaison
- After School Program
- CWAS (Tier 2)
- Calwa Staff
- Parents
- Community and Business Partners

[Timeline:](#)

- August 2021-June 2022

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

- Create/establish after school clubs that focus on a particular area of expertise (engineering club, nursing club, etc.) based on student interests
- Create lessons that build student ownership (IPG Tenet 3) and self-efficacy (IPG Tenet 1)
- Safe & Civil Schools Curriculum: Work Experience, Class Meetings, and 2nd Step
- Recruit public speakers from various career backgrounds and include multilingual and multicultural background
- Organize a career fair for grades 3-6
- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts to staff to facilitate clubs and activities
- Transportation services to attend activity or event
- After School Program activities, materials, and supplies
- Provide student incentives for athletics and school-wide activities
- Substitutes for meetings and Professional Learning
- Extra time for Home School Liaison to support parent and student participation

Specify enhanced services for EL students:

- Students will be exposed to different career options in their primary language.
- Students will engage in activities that offer opportunity to practice academic discourse
- All parent and student communication will be translated into primary language including but not limited to school messengers, field trip permission slips, fliers and notices

Specify enhanced services for low-performing student groups:

- All students are encouraged to engage in Goal 3 activities and experiences.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		31.62 %	2020-2021	29.62 %
Suspensions students with 1 or more		0.15 %	2020-2021	0.15 %
Chronic Absenteeism (Students with Disabilities)		33.87 %	2020-2021	31.87 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %

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

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

Chronic Absenteeism

CWAS identified and works with students identified as chronically absent

HSL and Admin made home visits to ensure students had access to technology and Wifi

Site personnel set appointments for families to receive support with technology with appropriate safety protocols in place during the pandemic and we were not under 'shelter in place' orders

Chronic Absenteeism (Students with Disabilities)

CWAS identified and works with students identified as chronically absent

HSL and Admin made home visits to ensure students had access to technology and Wifi

Site personnel set appointments for families to receive support with technology with appropriate safety protocols in place during the pandemic and we were not under 'shelter in place' orders

Suspensions students with 1 or more

CWAS identified students who were identified on Gaggle and supported as necessary.

Suspensions students with 1 or more (Students With Disabilities)

CWAS and School Psychologist addressed the needs of students according to need Tier 2 or Tier 3 as identified by teacher referral and/or Gaggle and student surveys

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

Chronic Absenteeism

Families had difficulty with internet access in spite of district-provided resources such as hotspots and technology support

Chronic Absenteeism (Students with Disabilities)

Families had difficulty with internet access in spite of district-provided resources such as hotspots and technology support

Suspensions students with 1 or more

Families had difficulty with internet access in spite of district-provided resources such as hotspots and technology support

Suspensions students with 1 or more (Students With Disabilities)

Families had difficulty with internet access in spite of district-provided resources such as hotspots and technology support

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

The current year offered many challenges due to the pandemic and the distance learning model. Many of our students who experienced challenges with chronic absenteeism prior to the pandemic continued to be absent. Additionally, students who had not experienced challenges with attendance prior to the pandemic, now show to be chronically absent. Limitations in reaching out to students included: shelter in place orders, limited access to in person contact with families, and limited access to families via online platforms.

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

- 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 CWAS 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 Morning Meetings, 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.
- 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, etc.
 - Technology: laptops, tablets, audio equipment to support calming stati

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 members shared similar concerns and needs shared by parents who attended LCAP sessions which included a balanced approach to supporting students' needs: both academically and social-emotionally. They also expressed the need for events that included parents, students, and teachers i.e. carnival, parent academic nights, etc.

2 ELAC:

ELAC members shared similar ideas to SSC such as including more school events that involved all stakeholders: parents, students, and school community.

3 Staff:

Staff shared the need to include multicultural events, carnival, and academic events such science and math nights. They also suggested inviting guest speakers and having a Career Day for students.

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 CWAS 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 (bimonthly).
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 CWAS 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 CWAS
- Teachers
- Parents
- Students
- Home School Liaison
- School Psychologist
- MTSS Teams: CCT, ILT, TST, and SST
- DPI Support Staff
- Climate/Culture Team
- Community/Business Partners

Timeline:

- daily
- weekly
- 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 CWAS will connect with students who struggle have chronic absenteeism 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, Morning Meetings, and 2nd Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.
- School-wide structures and incentives will be continued, refined and/or created to support positive student behaviors and attendance.
- School Psychologist will connect with students who struggle with behavior due to social and 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.
- HSL and CWAS will conduct home regular home visits as necessary
- HSL will provide interpreting and translations

Specify enhanced services for low-performing student groups:

- Attendance data will be segregated to monitor low-performing students for all student groups.
- CWAS will support students at a Tier 2 level of need

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. Administration will hold parent meetings with all students who have repeatedly demonstrated Level 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 repeatedly demonstrated misbehaviors at a Tier 2 and 3 level of need.
3. TST will use specific criteria to address students with social and emotional needs at a Tier 2 level of need.
4. Teachers/Staff will create a positive school environment through providing SEL opportunities on a daily basis.
5. Administration and teachers will create and/or agree upon alternative method(s) for progress monitoring.

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

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

- ATLAS & Discipline Entry Data
- Power BI
- California Dashboard

Owner(s):

- Admin
- Teachers
- Parents
- Students
- HSL
- School Psychologist
- CWAS -Tier 2
- School Climate & Culture Team
- District SPED Support Staff

Timeline:

- Admin/CWAS 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 Morning Meetings, Class Meetings, and 2nd Step lessons on a weekly basis to ensure that students are connected to school socially and emotionally.

- School-wide structures and incentives will be continued, refined and/or created to support positive student behaviors.
- School Psychologist will connect with students that struggle with behavior due to social-emotional concerns.
- Materials Needed:
 - Class Meetings, Morning Meetings, 2nd Step and Olweus Curriculum
 - Materials and supplies to support SEL lessons
 - Positive behavior incentives

Specify enhanced services for EL students:

- 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.
- CWAS communications

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.
- CWAS data collection, home visits, and conferences with parents and students
- Climate Culture Team will analyze data on an ongoing basis and problem-solve actions to address student needs.
- Development and implementation of Positive Behavior Support Plan as necessary

ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

- TST to provide frequent data updates on suspension rates
- TST and CCT to lead work on goal setting for decreasing suspension rate for SWD
- Consistent, daily use of evidence based interventions/strategies/activities for ATSI identified student groups (SWD)
- SPED Staff and General Ed Teachers work together to support intervention plan
- Manifestation Determination meetings with SPED team as necessary
- Development and implementation of Positive Behavior Support Plan as necessary

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000	Extra Support: SWD Academic and Behavioral Needs; Tier 3 Intervention for All Students 1052002	61,974.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.5000	Tier II Support - CWAS split between Calwa and DPI (to retain grant funded staff)	32,512.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Student Incentives: Academic Achievement Incentives, Classroom Incentives in Support of Behavior Support Plans, Student of the Month, etc.	8,000.00

\$102,486.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		60 %	2019-2020	85 %
Staff Goal - Site Defined		0 %	2020-2021	90 %

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.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Staff Goal - Site Defined</p> <p>There were no specific actions for this goal this year. For 2021-2022, this goal may be measured by staff participation in utilizing Cultural Proficiency resources and for Grades 5 and 6- full implementation of math training.</p> <p>Will use Cultural Proficiency to foster self-efficacy</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>Due to the pandemic, there was limited opportunity to connect in person.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Staff Goal - Site Defined</p> <p>There were no specific actions for this goal this year. For 2021-2022, this goal may be measured by staff participation in utilizing Cultural Proficiency resources and for Grades 5 and 6- full implementation of math training</p> <p>Staff Survey – Overall Positive in Belonging Domain</p> <p>Due to the pandemic, there was limited opportunity to connect in person.</p>
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We implemented Cultural Proficiency training this 100% online. The connections made were not as strong as it could have been in an in-person environment. Also, we had a goal to increase staff belonging. This too was impacted by the pandemic and the requirement that all staff gatherings i.e. staff meetings and professional learning had to be online

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

The steps to improve staff retention and belonging include: continue Cultural Proficiency training, voluntary district-supported training in math for teachers in grades 5 and 6, and staff and student events such as multicultural activities, carnival, opportunities for staff celebrations such as holiday gatherings, etc.

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:	2 ELAC:	3 Staff:
Members shared interest in more opportunities for interaction between parents and teachers.	Members shared similar ideas shared by SSC	Staff shared interest in more social events for staff, more community events such as movie nights, math and science events, etc.

Action 1

Title: Opportunities to Build Capacity and Retain Staff

Action Details:

Calwa will continue to build staff capacity through continued professional learning in the areas of academics, cultural proficiency, social and emotional needs of students. There will continued work that is in collaboration with the Roosevelt Region to build strong Professional Learning Communities to strengthen academic outcomes for students. Calwa staff will continue to build their capacity by continuing with Cultural Proficiency training and support. Calwa staff will also engage in strengthening their skill set in meeting the social and emotional needs of students by embedding instructional practices and strategies into academics. Additionally, Climate/Culture Team will continue work to increase a sense of belonging per Climate/Culture Survey for both students and staff.

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

Data to be used to monitor will include:

- Percentage of staff engaging in professional learning both required and extended offered by Equity and Access to move staff along the Cultural Proficiency Continuum
- PLCs will engage in assessing their practices along the PLC continuum both as an Instructional Leadership Team and as a grade level Professional Learning Community
- Professional Learning will continue using instructional strategies gained using The Distance Learning Playbook to continue increasing student engagement for both in-person and online as measured by IPG data for Tenets 1, 2, and 3
- Collaborative work will continue in building PLC capacity in meeting students' academic needs in literacy by improving the development of CFAs and CSAs using Claims and Targets as the guide for grades K - 6
- Climate/Culture Team will engage in creating opportunities for both students and staff to increase 'a sense of belonging' per Climate/Culture Survey results

Owner(s):

- Administration
- TSA
- Teachers
- Support Staff
- CWAS - Tier II
- Math coaches

Timeline:

- Monthly review of participation in Cultural Proficiency training and resources
- Quarterly CFA/CSAs
- Quarterly PLC Continuum
- Climate/Culture Survey

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

Student Academics:

- Continue professional development to address student needs in literacy for both Math and English Language Arts
- PL conferences or district provided training on ELA implementation including but not limited to Math Lesson Design, use of IABs, Technology, and Foundational Skills Instruction to support student academic achievement
- Resources including but not limited to graphics, materials and supplies to support Professional Learning
- Technology to support learning including but not limited to virtual learning, blended learning, and simultaneous learning
- Repair and maintenance for technology
- Home School Liaison
- Supplemental contracts for certificated and classified staff(i.e. planning, tutoring)
- Substitutes for planning, PL, peer observations, data chats, other
- Professional learning to develop cohesive collaboration and knowledge of Dual Immersion Program goals among all school staff
- Opportunities for staff to participate in cultural events that celebrate diversity
- Process for ensuring equitable representation of Dual Immersion teachers in leadership roles and committees
- Process for monitoring implementation and providing feedback on instructional delivery to teachers on selected EL professional learning topics
- Active recruitment and hiring of staff with BCLAD/bilingual authorization

Student Centered and Real-World Learning:

- Using the IPG, intentional lesson planning will reflect Tenets 1,2, and 3

Student Engagement:

- Continue professional development in utilizing the instructional practices illustrated in The Distance Learning Playbook
- use of technologies tools (Teams, Nearpod, etc.)

Specify Professional Development or Staff Services to support EL students:

Professional Development will continue to build teacher capacity in meeting the learning needs of English Learning by:

- Designated and integrated ELD instruction in alignment with ELA/ELD Framework
- use IPG as a guide to support ELD standards
- Incorporating intentional and temporary scaffolding
- Academic Discourse in all content areas to support use of academic vocabulary
- RTI model for LTELS with support from site TSA and paraprofessionals
- Increase recruitment to DLI classes as early as Pre-K with the intention to improve redesignation rate of English Learners

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

- ELD standards reconstruction
- ELPAC data analysis and action planning by teacher, grade level, and school wide
- PL to support for DLI with support from TSA from EL Services
- PL Math Lesson Design for grades 5 and 6 -district personnel
- Backwards mapping of ELA and Math Standards
- Research-based professional readings
- Technology to support ELD instruction and blended learning
- Cost for conferences

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Maint			Tech maintenance	5,000.00

\$5,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.2 %	2019-2020	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

To provide opportunities for parents to be involved in the school community by participating in different social and academic functions such as:

- SSC
- ELAC
- Parent University
- PIQUE

Events that include:

- Multicultural Carnival
- Academic Events i.e. Math Night, Science Night, Thematic related to historical events, etc.

Parent Survey - Respected and welcomed

Due to the pandemic and limited access to technology and/or internet service, online events to include parents had low attendance.

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

Family Goal - Site Defined

Currently, most parents who participate in current events i.e. ELAC, SSC, Parent University, etc, are primarily parents who are native Spanish speakers. We have a diverse community of English speakers and other second languages who do not currently participate in school functions. Our goal would be to measure our inclusiveness by the language our events would require i.e. presentations conducted in English, Spanish, Hmong and other languages as necessary. Some of the barriers are the result of some events primarily offered in the morning and our parents can not participate due to work schedules. Therefore, more inclusive events would be scheduled to occur in the evening.

Parent Survey - Respected and welcomed

Due to the pandemic and limited access to technology and/or internet service, online events to include parents had low attendance.

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

Due to the pandemic and the necessity to provide all community events via a virtual platform had a significant impact. Many families did not participate in virtual Coffee Hours, SSC and ELAC meetings. Classes provided by Parent University were also difficult for parents to attend due to limited experience with technology.

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

For the 2021-2022 academic year, events and activities will include: carnival with an emphasis on cultural diversity of the community, Muffins with Mom, Father/Daughter dance, student performances i.e. music, etc. Classes offered to parents include but not limited to English classes, Parent University with specific topics, Coffee Hour with parent-generated topics

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 shared they would like to have more opportunity for dialogue with school community i.e. time with teachers at student/parent events such as performances, Math Night, etc.

2 ELAC:

Parents shared the same ideas shared at SSC; more opportunity for dialogue with teachers. Parents also shared the need for additional support with the social and emotional needs of their children due to the impact of the pandemic.

3 Staff:

Staff shared the need for more community involvement via evening events such as: Movie Nights, Math Night, Career Day, Carnival, Muffins with Mom and other similar events to provide more inclusive school environment.

Action 1

Title: Opportunities to Build Relationships with Families

Action Details:

Calwa will create opportunities to engage families in activities that support their students' education by holding events during and after school hours. The events will be culturally relevant and reflect the specific needs of the students related to academic and social-emotional learning.

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

Parent surveys
Staff surveys
Student surveys
Climate/Culture survey responses (Winter and Spring)

Owner(s):

Administration
TSA
Teachers
Support Staff

- CWAS
- Paraprofessionals

Parents

Timeline:

Quarterly surveys

- site

District Surveys

- Winter
- Spring

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

Student Engagement:

- Back to School Night
- Home School Liaison(HSL)
- Mileage for HSL
- Materials and supplies and/or graphics for Parent and Student participation
- Direct Food Services for parent and student activities
- Incentives for parent and student participation
- Certificated and Classified supplemental contracts and/or extra time for but not limited to: communication using different modes i.e. website updates to parents and families, support curriculum distribution, and student/parent activities to increase inclusive opportunities for families and engage students
- Transportation services to attend activity or event
- Extra time HSL to support parent and student participation
- PO for outside vendors
- Cultural Events i.e. carnival, Muffins with Mom, Father/Daughter Dance, student performances
- Arts
- Clubs
- Virtual field trips

Student Academics:

- Incentives for parent and student participation
- Certificated and Classified supplemental contracts and/or extra time
- Math/Reading/Science Night with teachers, students, and parents
- Quarterly Assemblies for students recognition for student achievement
- After School Program

Student Centered and Real-World Learning:

- Career Day for grades 3-6
- Opportunities to do project-based activities
- Clubs
- Project-based activities

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

- Parent classes
- ELAC meetings

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

- Parent classes

- HSL to support parents and families with translators, interpreting, outreach, and home visits
- Bilingual resources
- EL Parent training on ELD Proficiency Level Continuum, ELPAC, Redesignation, RFEP monitoring, Seal of Biliteracy, and Dual Language Immersion Program goals

- HSL to provide resources to parents
- SSC meetings
- Babysitting
- Translating for parent/teacher conferences

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Title one funds for Babysitting for Parent Meetings: ELAC, Parent Coffee Hour, SSC and other Parent Learning Opportunities.	6,212.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Classified supplemental contracts: input and sustain communication updates on school website to support parents/families and community, support with curriculum distribution for student access to materials, support with student/parent activities to increase inclusive opportunities for families and engage students.	9,510.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for Parent Teacher Conferences	3,550.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL to support school to home communication. *Supports all Goals and Actions*	73,507.00

\$92,779.00

2021-2022 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 professional learning, 504's, student assessments, AC planning towards end of year, as needed for field trips, professional learning (side by side learning), tutoring students, planning workshops for parents, etc... No IEPs.	12,342.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	10,300.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Tier 3 Intervention for Reading Foundational Skills (1st-3rd); EL Intervention (4th-6th)	10,346.00
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 student learning.	15,289.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: additional funds to pay for Paraprof, Instructional Asst, Adrina Riojas	2,464.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology Support for Learning: Teacher computers, student tablets, Elmos, projectors, projector bulbs, cables, adapters and sound equipment for classrooms, etc.	9,402.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental contracts: tutoring, planning and administering assessments, PLC planning grade level standards-based instruction, supporting other staff instructionally, providing workshops for parents, planning professional development support.	3,593.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classroom	12,636.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	BIA to Support Literacy Instruction in Kinder DI Classroom	12,261.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional Supplies: Schoolwide--Copy paper, laminating film, butcher papers, writing papers, spiral notebooks, poster paper, dry erase pens, printer ink, Nikki folders, journals, chart papers, etc.	41,634.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Support for Learning: Teacher computers, student tablets, Elmos, projectors, projector bulbs, cables, adapters, and sound equipment for classrooms, etc.	10,098.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Certificates copied for student incentives/academic recognition and grade level instructional tools copied for student support.	500.00
G1A1	One-Time School	Instruction	Teacher-Supp			Certificated Contracts: providing program tutoring/homework support to student groups after school, provide workshops for parents to support in technology use, homework in ELA/math, and educational web resources.	13,250.00
G1A2	One-Time School	Instruction	Teacher-Supp			5th and 6th grade level to implement Math Lesson	10,776.00

G1A2		Instruction	Teacher-Supp			Design Program to support foundational math skills, conceptual understanding, and increase student understanding in mathematical practices.	10,776.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	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	12,067.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for classified support for ELPAC assessment.	3,806.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplies for EL students	485.00
G3A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.4000	Extra Support: SWD Academic and Behavioral Needs; Tier 3 Intervention for All Students 1052002	61,974.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Tier II Support - CWAS split between Calwa and DPI (to retain grant funded staff)	32,512.00
G3A2	Sup & Conc	Instruction	Mat & Supp			Student Incentives: Academic Achievement Incentives, Classroom Incentives in Support of Behavior Support Plans, Student of the Month, etc.	8,000.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Tech maintenance	5,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Title one funds for Babysitting for Parent Meetings: ELAC, Parent Coffee Hour, SSC and other Parent Learning Opportunities.	6,212.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Sup			Classified supplemental contracts: input and sustain communication updates on school website to support parents/families and community, support with curriculum distribution for student access to materials, support with student/parent activities to increase inclusive opportunities for families and engage students.	9,510.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators for Parent Teacher Conferences	3,550.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL to support school to home communication. *Supports all Goals and Actions*	73,507.00

\$401,514.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,355.00
Sup & Conc	7090	\$212,718.00
LCFF: EL	7091	\$98,415.00
One-Time School	7099	\$24,026.00
Grand Total		\$401,514.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$201,249.00
G3 - Increase student engagement in their school and community	\$102,486.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$92,779.00
Grand Total	\$401,514.00