

Calwa Elementary School

10621666006126

Principal's Name: Angela Brunzell

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Table of Contents		
Section	Topic	Details
A.	School Quality Review Process	Data Analysis and identification of needs and goals from SQII
		Needs Assessment
B.	Action Plan	Action designed to meet the needs and accomplish the goals
B.1.	Academic Domain	Academic and Course Performance
B.2.	Social/Emotional Domain	Attendance/Suspensions/Expulsions
B.3.	Culture and Climate Domain	Goal 2 Engagement/Parent Involvement/EL Services
Budget and Governance Sections		
C.1.	Budget	Allocations and planned expenditures
D.1.	Centralized Services	N/A
E.1.	Assurances	Consolidated Program Assurances
E.2.	School Site Council	Members list
E.3.	Required Signatures	Principal and SSC Chairperson
E.4.	Addendum	Site Parent Involvement Policy/Compact/SSC Bylaws

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	62/66	64.53 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	58/65	40.45 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	53/67	85.1 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	53/66	8.57 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	53/67	14.9 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	42/67	42.33 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	41/66	44.26 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	40/67	14.29 %
<input type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	40/67	85.71 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	39/67	44.44 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	45/67	46.43 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	35/68	24.55 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	21/68	44.34 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	6302	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	47/67	9.09 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	64/67	44.49 %
<input type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	46/67	34.99 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	37/67	2.76 %
<input type="checkbox"/>	Elementary	Student Engagement	4- Long Term Engagement	5948	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	9/15	%

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain <input checked="" type="checkbox"/>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> Calwa will implement a school wide deployment model for differentiated instruction 40 minutes per day 4 days per week with the 5th day for progress monitoring and assessment. Students will be divided into groups (Intensive, strategic, and benchmark) with the most amount of adult support provided for the intensive and strategic students. Intensive students will receive a blend of Corrective Reading, Guided Reading and, the iReady Computer program. Strategic students will receive guided reading, writing opportunities, and the iReady Computer program. Benchmark students will be provided reading opportunities that will push and challenge them with on or above grade level reading material. As a result of the interventions provided, growth is expected in ELA SBAC, ELA Interim Assessments, DRP and BAS data. As well as onsite measures such as DIBELS, BPST, and Common Assessments.</p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • ELA SBAC • ELA Interim Assessments • Reading by Third Grade 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • # 5926 Standard Met/Exceeded • # 6033 Boarder line to Grade Level Within Academic Year 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> • 26% Increase of 10.1% • 50% Increase of 9.5% 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> • Teaching Fellows • Curriculum Associates Inc • Scholastic Magazine • Learning A-Z
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>By the end of 2016-17 26% of 3rd - 6th grade students will be on grade level when measured by the ELA SBAC assessment.</p> <p>By the end of 2016-17 50% of students will meet the criteria for Reading by Third grade.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • DRP Results from 2 administrations • Common Assessments aligned to SBAC assessment • BPST 3 times per year • DIBLES 3 times per year • BAS 3 times per year • Interim Assessments 3 times per year 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal • VP • Intervention Teacher • Teachers • Students 	<p><i>Timeline</i></p> <p>Staff Professional Learning will begin in August and continue throughout the year</p>

<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parent information provided at monthly Parent Coffee Hour meetings • Parents of students receiving intervention will be informed through individual letters home • Principal will hold meeting with parent of first grade students who are intensive in November. Parents will be provided with materials to support their children at home • Principal will meet one on one meetings with all K parents whose children are at risk of retention. Parents will be provided with materials to support their children at home as well as information on retention. • Edutext • HSL support for parent communication. 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Teachers will receive release time to observe Calwa’s first grade team that was this school years pilot grade level. At PL teachers will be able to answer questions they may have after observations. • All teachers will be provided Guided Reading training during AC meetings to allow for more strategic professional learning. • Teaching fellows will be trained by the Intervention Teacher to effectively run small groups that focus on students specific learning needs such as: HFW, initial, medial, and final sounds, blending etc. to support the classroom teacher during rotations. • Continued Professional Learning on Text Dependent Questions and the utilization of the Reading for Meaning strategy. 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <p>All students will participate in Guided Reading at their instructional levels. Opportunities for Reading, Writing, Listening, and Speaking around a complex text will occur daily in all content areas. Tasks will be developed in Accountable Community meetings. Accountable Community teams will use the PDSA cycle to review common assessment results and plan for follow up instruction when needed. Materials needed to support this work include, leveled readers for guided reading, novels for extending reading opportunities, classroom materials and supplies, Reading A-Z for a greater selection on reading materials for teachers to choose from, DIBLES data base access, and additional student tablets.</p> <p><i>Specify additional targeted actions for EL students:</i></p> <p>An additional Guided Reading intervention will be provided for students who can be redesignated in the next 365 days.</p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500			49,170
1	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Kinder aides	8,918
1	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Kindergarten aide	8,918
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Technician, Libr Media- Elem	0.1250		RG 4/22/16: had 2 R_Positions, causing additional expenses. I created a new one and split it, as appropriate (W20400000128, W20400000174 were the other ones).	7,210
1	1	EL	Parent Participation	Other Classified-Supplemental				Babysitting	2,349
1	1	EL	Parent Participation	Other Classified-Supplemental				Interpreters	2,349
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Teaching Fellows	40,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	10,790
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation	2,000

Total	\$131,704
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Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	Detail the action: Calwa school will implement the utilization of the iReady computer program in grades K - 6. Students will utilize the program a minimum of 3 times per week. Students will use the program on a rotating basis during the DI block, computer lab time, as well as opportunities to utilize from home.		
SQII Element: <ul style="list-style-type: none"> • ELA SBAC • ELA Interim Assessments • Reading by Third Grade 	SQII Sub-element(s): <ul style="list-style-type: none"> • # 5926 Standard Met/Exceeded • # 6033 Boarder line to Grade Level Within Academic Year 	Site Growth Target: <ul style="list-style-type: none"> • 26% Increase of 10.1% • 50% Increase of 9.5% 	Vendor (contracted services) <ul style="list-style-type: none"> • Teaching Fellows • Curriculum Associates Inc • Scholastic Magazine • Learning A-Z
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: By the end of 2016-17 26% of 3 rd - 6 th grade students will be on grade level when measured by the ELA SBAC assessment. By the end of 2016-17 50% of students will meet the criteria for Reading by Third grade.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • iReady diagnostic test given 3 times per year to monitor program effectiveness and student growth 		Owner(s) <ul style="list-style-type: none"> • VP • Intervention Teacher • Teachers • Students 	Timeline Staff Professional Learning will begin in August and continue throughout the year
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> • Parent information provided at monthly Parent Coffee Hour meetings • Student progress from the iReady diagnostic text will be communicated with parents 3 times per year • Principal will hold meeting with parent of first grade students who are intensive in November. Parents will be provided with materials to support their children at home including their child’s iReady user name and password to allow students to use the program from home 			

- **Principal will meet one on one meetings with all K parents whose children are at risk of retention. Parents will be provided with materials to support their children at home, including their child’s iReady user name and password to allow students to use the program from home, as well as information on retention.**
- **Edutext**

Describe related professional learning:

- Training on the use of the iReady program will occur in August a follow up training from vendor will focus on the utilization of reports to guide instruction.
- Professional Learning on how to best utilize the program during the instructional day will be provided
- Professional Learning on the iReady initial diagnostic exam will be provided with opportunities to compare subsequent diagnostic results during Accountable Community meetings.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

All students K - 6 will utilize the iReady computer program a minimum of 3 times per week. Students will have the opportunity to utilize the program during their 40 minute DI block (on a rotating basis), as well as from the computer lab or at home. Materials needed: iReady software, student tablets, student headphones iReady training, and continued repair of technology.

Specify additional targeted actions for EL students:

EL students will utilize iReady. In addition 60 targeted students will utilize the Imagine Learning Computer program in the after school program

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instructional Library, Media & Technology	Materials & Supplies				RG 4/22/16: subtracting health benefits amount (Ob3402,3702) for Veronica Rodela, 1028941.	-2,766
2	1	Title 1 Basic	Instructional Library, Media & Technology	Books & Other Reference				Split fund iReady	7,000
2	1	EL	Instructional Library, Media & Technology	Books & Other Reference				Split fund iReady	7,000
2	1	EL	Instruction	Non Capitalized Equipment				tablets	24,000

Total	\$35,234
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Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 3	Detail the action: Calwa Lead Teachers will create a structure for reading complex texts. The structure will include: 1 st read by students 2 nd read with annotation 3 rd read with text dependent questions, graphic organizer and writing. All teachers will practice the agreed upon structure for reading.		
<i>SQII Element:</i>	<i>SQII Sub-element(s):</i>	<i>Site Growth Target:</i>	<i>Vendor (contracted services)</i>
<ul style="list-style-type: none"> • ELA SBAC • ELA Interim Assessments • Reading by Third Grade 	<ul style="list-style-type: none"> • # 5926 Standard Met/Exceeded • # 6033 Boarder line to Grade Level Within Academic Year 	<ul style="list-style-type: none"> • 26% Increase of 10.1% • 50% Increase of 9.5% 	<ul style="list-style-type: none"> • Teaching Fellows • Curriculum Associates Inc • Scholastic Magazine • Learning A-Z
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p>Write a SMART Goal to address each data point:</p> <p>By the end of 2016-17 26% of 3rd - 6th grade students will be on grade level when measured by the ELA SBAC assessment.</p> <p>By the end of 2016-17 50% of students will meet the criteria for Reading by Third grade.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • DRP Results from 2 administrations • Common Assessments aligned to SBAC assessment • BPST 3 times per year • DIBLES 3 times per year • BAS 3 times per year • Interim Assessments 3 times per year • Feedback of observation percentages provided to staff, grade levels, and teachers 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal • VP • Intervention Teacher • Teachers • Students 	<p><i>Timeline</i></p> <p>Staff Professional Learning will begin in August and continue throughout the year</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • Parent information provided at monthly Parent Coffee Hour meetings • Teachers will meet with parents of students identified as “at risk” a minimum of 2 times per school year. 			

- **Principal will hold meeting with parent of first grade students who are intensive in November. Parents will be provided with materials to support their children at home**
- **Principal will meet one on one meetings with all K parents whose children are at risk of retention. Parents will be provided with materials to support their children at home as well as information on retention.**
- **Edutext**

Describe related professional learning:

- Professional Learning provided to Lead Teachers on “Close Reading” using the book Notice and Note. Lead Teachers will develop school-wide expectations around the reading of complex text
- Lead Teachers will provide in turn provide the same training to their Accountable Community
- Follow up Professional Learning will occur throughout the year

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Students will be taught a structure for reading complex text. This structure will be the same school wide. The structure will include: 1st read by students 2nd read with annotation 3rd read with text dependent questions, graphic organizer and writing.

Specify additional targeted actions for EL students:

This school wide reading structure will be utilized during the designated EL block of time as well as non-designated time.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Extra Pay Contracts	18,598
3	3	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				4 noontime assistants X 1hr/day x days x \$9.75/hr = \$6330 plus benefits total amount \$7434.00	7,434
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for SSC and SAC	6,513
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Extra Pay Teachers	16,273

3	1	EL	Instructional Library, Media & Technology	Books & Other Reference				Imagine Learning for EL Students	5,454
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies including class sets of novels	33,510
								Total	\$87,782

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action: Calwa school will implement the “Reading for Meaning” strategy in grades 1 - 6. This strategy comes from the book The Core Six. The strategy focuses on vocabulary in context as well as Text Dependent, and constructed response questions. Teachers will utilize the strategy with high quality text that is on or above student grade levels. CoP team will continue to work together to build this strategy at our sites. CoP team will continue to bring evidence such as, student work samples and text samples as evidence of growth in our teachers and students in this area.</i></p>		
<p><i>SQII Element:</i></p> <ul style="list-style-type: none"> • ELA SBAC • ELA Interim Assessments • Reading by Third Grade 	<p><i>SQII Sub-element(s):</i></p> <ul style="list-style-type: none"> • # 5926 Standard Met/Exceeded • # 6033 Boarder line to Grade Level Within Academic Year 	<p><i>Site Growth Target:</i></p> <ul style="list-style-type: none"> • 26% Increase of 10.1% • 50% Increase of 9.5% 	<p><i>Vendor (contracted services)</i></p> <ul style="list-style-type: none"> • Teaching Fellows • Curriculum Associates Inc • Scholastic Magazine • Learning A-Z
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i> By the end of 2016-17 26% of 3rd - 6th grade students will be on grade level when measured by the ELA SBAC assessment. By the end of 2016-17 50% of students will meet the criteria for Reading by Third grade.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • DRP Results from 2 administrations • Common Assessments aligned to SBAC assessment • BPST 3 times per year • DIBLES 3 times per year 		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> • Principal • VP • Intervention Teacher • Teachers 	<p><i>Timeline</i></p> <p>Staff Professional Learning will begin in August and continue throughout the year</p>

<ul style="list-style-type: none"> • BAS 3 times per year • Interim Assessments 3 times per year • CoP Evidence Points (Text samples and Student work samples) 	<ul style="list-style-type: none"> • Students 	
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Explain the Targeted Actions for Parent Involvement (required by Title I):

- **Parent information provided at monthly Parent Coffee Hour meetings**
- **Principal will hold meeting with parent of first grade students who are intensive in November. Parents will be provided with materials to support their children at home**
- **Principal will meet one on one meetings with all K parents whose children are at risk of retention. Parents will be provided with materials to support their children at home as well as information on retention.**
- **Edutext**

Describe related professional learning:

Professional learning provided to teachers on the Reading for Meaning strategy beginning in August and ongoing throughout the school year.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

Students will utilize the Reading for Meaning strategy with complex text throughout the school year. The strategy will provide opportunities for students to learn vocabulary in context, opportunities to answer text dependent questions, and extended response questions. Teachers will plan these questions during Accountable Community Planning. Materials: Purchase the “Core Six” book for teacher professional development, Learning A-Z, Novels, and Scholastic News for additional text choice.

Specify additional targeted actions for EL students:

The Reading for Meaning strategy as well as this year’s strategy of Text Reconstruction and Deconstruction will be utilized during designated EL block. Use of CELDT assessors to test students.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	5,000
4	1	EL	Instruction	Materials & Supplies				Materials and Supplies	22,383
								Total	\$27,383

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<i>Detail the action:</i> Calwa Teachers will continue Math training provided by admin and the FUSD Math Department. The focus will continue to be an emphasis on real world Math problems provided in daily instruction, Math practices, Math Deconstructed Standards, and Math standards delivered with Focus, Coherence, and Rigor.		
	<i>SQII Element:</i> SBAC Math	<i>SQII Sub-element(s):</i> # 6258 Standard Met/Exceeded	<i>Site Growth Target:</i> 24.29% Increase by 10%
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point:</i> By the end of the 2016-17 school year 24.29% of 3 rd - 6 th grade students will be on grade level as measured by the Math SBAC.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • Student results from 3 interim Math assessments • Student BBF proficiency rates • Common grade level Math Assessments and structured PDSA cycle each quarter 		<i>Owner(s)</i> <ul style="list-style-type: none"> • VP • Intervention Teacher • Teachers • Students 	<i>Timeline</i> Staff Professional Learning will begin in August and continue throughout the year
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> • Math focus will be outlined for parents during our Monthly Parent Coffee Hour, SSC, and ELAC meetings • Parents will be provided notification through the report card and deficiency note process of student progress • Parents will be provided notification of their child’s performance on Interim, BBF, and SBAC assessments • Edutext 			
<i>Describe related professional learning:</i> Calwa Teachers will continue Math training provided by FUSD Math Department. The focus will continue to be an emphasis on real world Math problems provided in daily instruction, Math practices, Math Deconstructed Standards, and Math standards delivered with Focus, Coherence, and Rigor.			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> Students will receive daily Math instruction that is on or above grade level. Daily instruction will include opportunities for Real World mathematics application. Students will practice Math fact fluency daily and engage with the Go Math curriculum and its various components			

when appropriate. Materials: Classroom supplies, Math manipulatives (Lake Shore), technology repair to keep computers current for Go Math technology.

Specify additional targeted actions for EL students:

Teachers will monitor EL student progress on interim assessments and Common Assessment. After school extra pay contracts will be available for teachers to provide additional support when appropriate.

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 6	<i>Detail the action: School Psychologist will meet with each student who is suspended throughout the 2016 - 2017 school year. Students who frequently display misbehaviors will meet weekly in a small group setting. Other continued actions listed below.</i>		
<i>SQII Element:</i> Suspension	<i>SQII Sub-element(s):</i> # 5951 Appropriate Behavior	<i>Site Growth</i> Target: + 50%	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, the percentage of Appropriate Behavior Interventions implemented will increase to 50%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> Continue to utilize the Progressive Discipline process to document behaviors and to collect data on patterns of misbehaviors. Continue to review misbehavior and suspension data on a monthly basis. Coordinate parent, student, teacher, admin meetings upon the return of a student that was suspended. Coordinate meetings between school psychologist and the student upon the return of a suspension. Schedule SST meetings for students that are showing patterns of chronic misbehaviors. Provide parents with resources to help address student misbehaviors (parent strategies, off-campus counseling referrals...) Psychologist will organize and coordinate small group gatherings for students that are demonstrating negative behaviors. Connect at-risk students with an on-campus activity or club. 		VP Teachers	On-going (August-June)

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

- Provide parents with information regarding our schools Progressive Discipline System.
- Educate parents on the behavior supports that are made available for both on- and off-campus.
- Parents of students that are demonstrating negative behaviors or that have been suspended will be asked to be a part of a “re-entry” meeting before students return to the classroom.
- Coordinate with outside agencies to provide information/strategies for parents on dealing with challenging behaviors.
- Edutext

Describe related professional learning:

- School Climate and Culture team will continue to receive professional learning in order to disseminate information to staff on SEL, school structures and procedures and levels of discipline.
- Staff will continue to receive professional learning on school climate and culture from our district support team.
- Staff will receive professional learning on site protocols for dealing with student misbehaviors and next steps for students that are identified as having chronic misbehaviors.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Students will receive weekly instruction in our Second Step and Class Meetings Curriculum.
- Students will receive one-on-one or group interaction with the psychologist where they will be provided with instruction that will address their behaviors and academics.
- Materials: SEL Curriculum (Second Step & Class Meetings), suggested supplemental text required from SEL Curricula, appropriate technology (videos, general tech equipment...), incentives for positive behavior.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.4000		Changed school Psychologist from one day to two days per week.	47,313
								Total	\$47,313

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 7	Detail the action: Provide extra pay contracts and time for teachers to offer extra-curricular opportunities for students after school. In addition, fund a part time classified staff member to create and monitor opportunities for Goal 2 activities.		
<i>SQII Element:</i> Culture and Climate	<i>SQII Sub-element(s):</i> # 6329 Disproportionality	<i>Site Target:</i> Less than 10% disproportionality	<i>Growth Vendor (contracted services)</i>
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
<i>Write a SMART Goal to address each data point: By the end of the 2016-2017 school year, the percentage of students participating in engagement activities (GOAL 2) will increase to 70%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> • Create a documentation system that ensures proper, frequent and accurate input of information for those students that are participating in engagement activities on our site. • Increase the number of opportunities for students to get involved in engagement activities through the creation of enrichment activities for students (clubs, cultural activities, music/drama events...) • Establish and maintain a partnership with feeder high school to introduce students to the arts. • Provide music program in the primary grades. • Increase the number of off-campus opportunities for students to experience the arts (theater, music, dance...) 		Principal/VP Teachers After School Program Staff GOAL 2 Coach	On-going (August-June)
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> • Provide art/art appreciation classes for parents. • Include parents in off-campus events that involve engagement type activities. • Edutext 			
<i>Describe related professional learning:</i>			
<ul style="list-style-type: none"> • Provide staff with art/art appreciation professional learning. • Recruit staff to coordinate/lead after school enrichment activities for students. • Provide professional learning opportunities where teachers analyze data of students who are involved in engagement types of activities versus those students who are not. 			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>			

- Students will be provided with an increased number of opportunities to participate in engagement type activities.
- Students will have the opportunity to be exposed to different cultures, events, environments that will increase their social/cultural awareness.
- Students will be immersed in situations that will allow them to be coached and mentored by adults both on- and off-campus.
- Materials: Materials and supplies for enrichment activities.

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Title 1 Basic	Attendance & Social Work Services	Classified Support- Regular	Assistant, Resrce Cnslg	0.3750		Goal 2	12,252
7	3	EL	Parent Participation	Materials & Supplies				Parent Participation	2,000
								Total	\$14,252

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$54,828 *
7090	LCFF Supplemental & Concentration	\$151,299
7091	LCFF for English Learners	\$137,541
TOTAL 2016/17 ON-SITE ALLOCATION		\$343,668

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,193
Remaining Title I funds are at the discretion of the School Site Council	\$53,635
Total Title I Allocation	\$54,828

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0075 Calwa Elementary

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	10,790.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation	2,000.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows	40,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Technician, Libr Media-Elem	0.125	RG 4/22/16: had 2 R_Positions, causing additional expenses. I created a new one and split it, as appropriate (W20400000128, W20400000174 were the other ones).	7,210.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Kinder aides	8,918.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Kindergarten aide	8,918.00
1	1	EL	Parent Participation	Oth Cls-Supp			Babysitting	2,349.00
1	1	EL	Parent Participation	Oth Cls-Supp			Interpreters	2,349.00
1	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750		49,170.00
2	1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: Split fund iReady	7,000.00
2	1	Sup & Conc	Instructional Library, Media & Te	Mat & Supp			RG 4/22/16: subtracting health benefits amount (Ob3402,3702) for Veronica Rodela, 1028941.	-2,766.00
2	1	EL	Instruction	Nc-Equipment			tablets	24,000.00
2	1	EL	Instructional Library, Media & Te	Bks & Ref			: Split fund iReady	7,000.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSC and SAC	6,513.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Extra Pay Teachers	16,273.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Extra Pay Contracts	18,598.00
3	1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies including class sets of novels	33,510.00
3	3	Sup & Conc	Other Pupil Services	Oth Cls-Supp			4 noontime assistants X 1hr/day x days x \$9.75/hr = \$6330 plus benefits total amount \$7434.00	7,434.00
3	1	EL	Instructional Library, Media & Te	Bks & Ref			: Imagine Learning for EL Students	5,454.00
4	1	EL	Instruction	Mat & Supp			Materials and Supplies	22,383.00
4	1	EL	Instruction	Direct-Other			: CELDT Assessors	5,000.00
6	2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.400	Changed school Psychologist from one day to two days per week.	47,313.00
7	3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375	Goal 2	12,252.00
7	3	EL	Parent Participation	Mat & Supp			Parent Participation	2,000.00

\$343,668.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,828.00
Sup & Conc	7090	\$151,299.00
EL	7091	\$137,541.00
Grand Total		\$343,668.00

Domain Totals	Budget Totals
Academic	\$274,669.00
Culture & Climate	\$21,686.00
Social/Emotional	\$47,313.00
Grand Total	\$343,668.00

E.1. Assurances

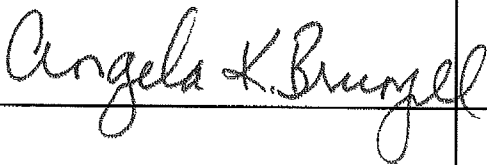

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angela Brunzell	X				
2. Chairperson - Gloria Juarez				X	
3. Ruth Madrigal				X	
4. Crystal Aranda				X	
5. Dawnya Green				X	
6. Elia Melecio				X	
7. Maykou Moua		X			
8. Katie Andrade		X			
9. Sheila Kelley		X			
10. Maria Rogers			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Calwa			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Brunzell		4.13.16
SSC Chairperson	Gloria Juarez		4-14-16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws