



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	Antonio Sanchez		4/12/2024
SSC Chairperson	Rafaela Ochoa		4-12-24

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$76,545 *
7090	LCFF Supplemental & Concentration	\$237,992
7091	LCFF for English Learners	\$108,432

TOTAL 2024/25 ON-SITE ALLOCATION

\$422,969

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,268
Remaining Title I funds are at the discretion of the School Site Council	<u>\$74,277</u>
Total Title I Allocation	\$76,545

Calwa Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-10 pts	-86.9 pts	2023-2024	-66.9 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-103.1 pts	2023-2024	-83.1 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-89.9 pts	2023-2024	-69.9 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-86.5 pts	2023-2024	-66.5 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-173 pts	2023-2024	-153 pts
SBAC ELA - percentage of students met/exceeded standard	✓	29.75 %	21.1 %	2023-2024	29.1 %
SBAC Math - Average distance from standard	✓	-10 pts	-80.6 pts	2023-2024	-60.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	20.98 %	17.9 %	2023-2024	27.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- Mathematics will continue to be a focus area with the additional focus of Literacy in the primary grades.
- Continued implementation of Math Lesson Design strategies that have proven to be effective in improving student outcomes as evidenced by academic performance growth in mathematics (SBAC 2023).
- Continue to Incorporate the 5 Practices in Practice and taking meaningful mathematical tasks to the next level in terms of rigor and alignment to grade level standards.
- Fidelity to Regional Literacy Plan with a specific focus around the building of strong instructional

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

- More focus is needed specifically on our students with disabilities and English Learners.
- Continued focus needed around monitoring student progress toward English Learner Designation.
- Assessment analysis process was inconsistent and needs refinement in particular with grades 3-6 leading to SBAC.
- School-wide Goal Setting is strong but varies in efficiency by PLC and classroom. Needs added focus and refinement.
- Continued need to focus on alignment of instruction with rigor of grade level standards.
- Efficient use of instructional minutes needs added attention at the school-wide level.

structures founded assessment data analysis.

- Regular monitoring of student progress through the use of consistent and intentionally selected IAB/FIABs. The analysis of assessment results will continue to be a focus and continually refined to ensure that there is intentionality around instructional decision making.
- Continued and refinement of school-wide goal setting leading to PLCs, individual classrooms and student goal setting.
- The instructional leadership team will continue to lead this work with a strong focus around the PLC+ structures to ensure alignment with FUSD initiatives.

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 (Intended actions for the current school year vs. Actual actions that occurred).

implementation of school-wide actions and initiatives varied by grade level. Some PLC teams implemented with fidelity leading to improvements in academic performance of students. However, not all grade levels (PLCs) implemented with fidelity leading to continued need of focus and refinement of the structures of a professional learning community.

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 2024/25 SPSA.

A strong focus around the PLC+ content and building PLC+ Activators. Careful selection and training of the Instructional Leadership Team and Lead Teachers will continue to be pivotal in this work.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- School Site Council supports continued focus and refinement of current initiatives so improvement and growth can continue.

2 ELAC:

- ELAC supports continued focus and refinement of current initiatives so improvement and growth can continue.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Specific focus and revamp of current approach Reading Intervention (RTI). hands-on credentialed support for students not just Teaching Fellows.
- Equity in classified support of students in Kindergarten classrooms (EO and DLI).

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. SBAC indicates that 21.1% of students scored on or above grade level. By June 2025, there will be an 8% increase in the percentage of students scoring on or above grade level on the SBAC.

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

Progress Monitoring:

- i-Ready Diagnostic
- FSA (TK & K)
- DIBELS
- BAS (K-2)
- FIAB/IAB Assessments
- SPED Benchmarks (Wonder Works & SRA)
- ELPAC
- iStation (Spanish Dual Language Immersion Classes)
- Goal Setting by School/PLC/Classroom/Student
- Data Chats with Teachers and Students

Owner(s):

- Administration
- Academic Coach
- Teacher on Special Assignment
- Instructional Leadership Team
- Teachers

Timeline:

- Literacy Screening (TK-2)
- i-Ready Given 3X a year
- 3-6 Regular IABs/FIABs
- Daily Checking for Understanding

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

- TK-2 Teachers will continue with year two of Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) a comprehensive professional learning around the science of reading.
- All Teachers will participate in PLC+ training and implementation at the district and site levels.
- All Teachers will continue a focus and professional learning around Teacher Clarity.
- The instructional leadership team (Lead Teachers) will become PLC+ Activators building the collective efficacy of professional learning communities.
- The Academic Coach will support PLC's and individual teachers through co-teaching, model lessons, and coaching cycles.
- Grades 3-6 will continue to regularly administer IAB/FIABs, analyze results and utilize data to guide instructional decision-making and intentionality.
- 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.
- 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.
- A Certificated Tutor will be funded to provide Tier 3 Intervention to support the development of Foundational Reading Skills. The CT will receive training on foundational skills from Reading Specialist.
- Inter-Act Fellows alongside TSA will provide Tier 3 intervention to support the development of Foundational Reading Skills. Inter-Act Fellows will receive training on foundational skills from Reading Specialist.
- 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.
- Bilingual Instructional Assistants will be utilized to support small group literacy instruction in Kinder Dual Immersion classrooms.
- Copier and printer leases will support teacher implementation of grade level curriculum.
- Student recognition certificates and grade level instructional tools by but not limited to Graphics to support student engagement.
- Technology Support for learning: Teacher laptops, student laptops, and other technology needed to enhance instruction.
- Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning.
- Basic materials and supplies in support of student learning and food for parent meetings, professional development, and building of school culture and climate.
- Recognition for student academic achievement school wide, supports for behavior support plans, Student/Eagle of the Month recognitions/incentives, celebrations for positive staff achievements.
- 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.
- Basic materials and supplies in support of English learner student learning and food for ELAC parent meetings, professional development around English learners, and building of culture and climate for English learner students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by funding after-school tutorial provided by the classroom teacher specific to reading instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by investing into our Intensive Reading Intervention by funding bilingual Teaching Fellows to provide reading instruction for our students.

- ELPAC assessors will support student access and success during assessment administration. Supplemental contracts given to staff to assess students one to one and in small groups to obtain accurate English learner proficiency levels.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Professional Learning around Designated and Integrated English Language Development.
- 30 minutes of daily Designated English Language Development instruction.
- Use of scaffolds during instruction that are temporary with gradual release.
- Multiple opportunities to have peer-to-peer interaction (Academic Discourse) during the instructional day.
- Educating students on EL assessments and goals setting based on redesignation criteria.
- Use manipulative and visual models as needed to support student learning.
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns.
- Provide primary language support as needed in DLI setting as appropriate.
- ELPAC assessors will support student access and success during assessment administration. They will assess students one to one and in small groups.

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. SBAC data indicates that 17.9% of our students scored on or above grade level. There will be an increase of 10% on the SBAC in the percentage of students scoring on or above grade level by June of 2025.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Hispanic, Socio-economically disadvantaged and students with disabilities student populations all performed at the lowest level in English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our Hispanic, Socio-economically disadvantaged, and students with disabilities by funding after-school tutorial provided by the classroom teacher specific to reading instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our Hispanic, Socio-economically disadvantaged, and students with disabilities by investing into our Intensive Reading Intervention by funding bilingual Teaching Fellows to provide reading instruction for our students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Tier 1: Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2: Instructional Supports and Interventions based on CFA, IAB and FIAB data and progress on grade level standards using re-teaching and small group instruction.
- Tier 3: Intensive Instructional Supports and Interventions provided for students one year or more below grade level.
- After school support and tutorial for students needing additional support.

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
- FSA (TK & K)
- FIAB/IAB Assessments
- SPED Benchmarks (Number Worlds)
- Data Chats with PLC, Teachers, and Students
- Classroom Goal-Setting
- Student Goal-Setting

Owner(s):

- Administration
- Academic Coach
- Teacher on Special Assignment
- Instructional Leadership Team
- Teachers
- PLC Teams

Timeline:

- Daily Checking for Understanding
- Regular IABs/FIABs
- ILT Monitoring of Progress (IAB/FIABs)

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

- All Teachers will participate in PLC+ training and implementation at the district and site levels.
- All Teachers will continue a focus and professional learning around Teacher Clarity.
- Grades 2-6 will continue professional learning around Math Lesson Design and will incorporate the use of SWUN Math materials into mathematics instruction.
- Grades 3-6 will continue to regularly administer IAB/FIABs, analyze results and utilize data to guide instructional decision-making and intentionality.
- All students will receive daily math instruction that is on or above grade level for 90 minutes plus an additional 20-30 minutes of intervention-based data from IABs/FIABs. The additional 2--30 minutes is a school-wide initiative as mathematics will continue to be our focus. The classroom teacher will provide this instruction in the form of a Problem of the Day.
- The instructional leadership team (Lead Teachers) will become PLC+ Activators building the collective efficacy of professional learning communities.
- The Academic Coach will support PLC's and individual teachers through co-teaching, model lessons, and coaching cycles.
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, specific grade levels based on site data).
- 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.
- 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.
- 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, technology--purchasing of new & repairing the old, incentives for students demonstrating academic growth and/or increase student engagement (self-efficacy).
- Substitute Release time for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning, shared practices, growth and achievement of students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Professional Learning around Designated and Integrated English Language Development.
- 30 minutes of daily Designated English Language Development instruction.
- Use of scaffolds during instruction that are temporary with gradual release.
- Multiple opportunities to have peer-to-peer interaction (Academic Discourse) during the instructional day.
- Educating students on EL assessments and goals setting based on redesignation criteria.
- Use manipulative and visual models as needed to support student learning.
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Tier 1: Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2: Instructional Supports and Interventions based on CFA, IAB and FIAB data and progress on grade level standards using re-teaching and small group instruction.
- Tier 3: Intensive Instructional Supports and Interventions provided for students one year or more below grade level.
- After school support and tutorial for students needing additional support.

2024-2025 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-Subs			ILT & PLC Planning, tutoring after school, supporting staff instructionally, administering assessments, parent workshops, planning professional learning, and working directly with students. **No IEPs**	10,751.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Basic materials and supplies in support of student learning and professional development and building of culture and climate for students. **No incentives or food**	16,557.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SSTs, classroom observations, ILT & PLC planning, administering student assessments, professional development and planning professional learning, and working directly with students.	22,313.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Basic materials and supplies in support of student learning and food for parent meetings, professional development, and building of culture and climate.	91,293.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Recognition/Incentives for academic achievement school wide, supports for behavior support plans, Student/Eagle of the Month recognitions, celebrations for positive staff achievements.	39,866.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	23,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Certificates for student incentives, academic recognition, grade level instructional tools.	1,500.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Support ELPAC Assessment for ELD students	3,941.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Assessors to administer ELPAC Assessment	857.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Support literacy/math in DLI kindergarten classrooms.	15,444.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Support literacy/math in DLI kindergarten classrooms.	16,924.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for ELPAC assessment support	11,819.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Basic materials and supplies in support of English learner student learning and food for ELAC parent meetings, professional	15,732.00

2024-2025 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	Mat & Supp			development around English learners, and building of culture and climate for English learner students.	15,732.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF: 3 Inter-Act Fellows 3 hours/day 5 days/week (Reading Intervention) Site Schedule #18 in the amount of \$43,714.17	43,715.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Swun Math : Swun Math professional learning and instructional resources for best practices in tier 1 math instruction.	9,000.00

\$324,712.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	100 %	84.7 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- Calwa student survey results are higher than district average, but additional focus is needed as the student survey results are lower than staff and family survey results.
- Calwa will continue to focus on Teacher/Student relationships and staff credibility with students and their families.

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

There may have been a lack of understanding on the part of the students when answering specific questions about the school culture and whether or not there is at least one trusted adult on campus.

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 (Intended actions for the current school year vs. Actual actions that occurred).

- Student survey results are already higher and we see significant improvement in students answering favorably to questions around school environment and trusted adults.
- This year, we were able to provide Calwa students with additional clubs and after school-sport opportunities as compared the last school year.

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 2024/25 SPSA.

- There will be a continued focus on ensuring students understand the meaning of each question in order to authenticate results. This action can be found in "Direct Services to Students."
- The opportunities for students to get involved in sports and after school clubs will continue to grow as we recruit current and new staff to provide these type of opportunities for our students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Parents appreciate the added clubs and sports. However, there continues to be a need for more opportunities for students to get involved in dance and the arts.

2 ELAC:

Parents would like to see their children get involved in Folklorico at Calwa Elementary School.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Continued focus on positive connections with students through sports, arts and dance.
- Provide clarity for students completing the student survey to ensure authentic responses.

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

Owner(s):

Timeline:

- Reports from ATLAS
- Family Climate & Culture Survey
- Staff Climate & Culture Survey
- Student Climate & Culture Survey
- Panorama
- Power BI

- Administration
- Instructional Leadership Team
- Teachers
- Home School Liaison
- After School Program
- Community and Business Partners

- ILT Quarterly Monitoring

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

- Partner with Folklorico group in order to provide Calwa students with the folklorico experience as well as the arts (Grades 3-6).
- Recruitment of staff member to oversee Peach Blossom so that we can provide this opportunity to our students.
- Students will have the opportunity to listen, share and discuss feelings and concerns during daily classroom morning meetings.
- Students will continue to be recognized during monthly "Eagle of the Month" assemblies.
- Continue annual Christmas Read in which individuals from various vocational, multilingual and multicultural backgrounds are invited to read and speak to the students of Calwa Elementary.
- Continue adding new after school clubs that focus on a particular area of expertise (engineering club, nursing club, etc.) based on student interest.

- 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.
- After-School athletics for 3rd - 6th grade students throughout the school year.
- Purchase orders for athletics, clubs, activities, and the arts.
- Supplemental contracts for staff to regularly facilitate clubs and activities.
- Transportation services to attend activity or event.
- Provide student incentives for athletics and school-wide activities.
- Substitutes for meetings and Professional Learning.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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 Parent Square and other messages.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		30.5 %	2023-2024	23.5 %
Suspension Rate - Semester 1	✓	1.05 %	1.4 %	2023-2024	0.9 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		4.2 %	2023-2024	3.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- Calwa was able to refine and focus on strong Tier I school-wide and classroom structures.
- Levels of Msbehavior including appropriate responses was revamped and discussed regularly during professional development.

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

- The school climate and culture continues to improve year and year. All planned actions and activities had a positive impact on the students of Calwa Elementary.

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 (Intended actions for the current school year vs. Actual actions that occurred).

- Continued refinement of strong Tier 1 structures led to improved school climate and culture as well as increased student connectedness to the school.

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 2024/25 SPSA.

All Actions and areas of focus will remain in place with additional refinement to ensure we meet current student social and emotional needs.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- All current supports for students should remain in place and refined as needed.

2 ELAC:

- All current social emotional supports should remain in place and refined as needed to ensure we continue to improve in this area.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Staff will continue to focus on establishing positive rapport with students and their families.

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. Power BI data indicates that current chronic absenteeism rate is 30.5%. There will be a decrease of 7% in the percentage of chronic absenteeism rate bringing it to 23.5%. The current suspension rate is 1.4%. The suspension rate will decrease to 0.9% by June 2025.

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

Owner(s):

Timeline:

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

- Administration
- Tier II Intervention Specialist (2)
- Resource Counseling Assistant
- School Psychologist
- Climate/Culture Team

- Bi-Weekly TST Meetings
- MTSS Team Meetings

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

Social-Emotional Support:

- There will be a continued focus on the strengthening and consistency of all school-wide and classroom-based Tier 1 Structures.
- The Eagle's Nest (Social Emotional Support Room) will provide targeted and meaningful interventions for our Tier II and Tier III students, while engaging in fun but purposeful activities that address our students' areas of need.
- Teachers and staff will positively reinforce student behavior by distributing "Eagle Tickets" to students. These "Eagle Tickets" will be used as a form of currency when visiting the Calwa Eagle Store on a quarterly basis.
- Teachers and support staff will focus on the importance of Teacher/Student relationships as it relates to student engagement and connection to the school.
- Once a month, we will recognize students who exemplify our Guidelines for Success through an interactive celebration known as the "Eagle of the Month."
- Student connection rallies will be held quarterly in an effort to communicate the importance of staying motivated and reinforce the message of "Growth Mindset." A partnership with Fun Works will incorporate added engagement and fun to the quarterly rallies and beginning of year kick off.
- Tier II Intervention Specialist (2) 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.
- A Resource Counseling Assistant will build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.
- 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 Psychologist will connect with students who struggle with behavior due to social and emotional concerns.
- Bi-weekly TST meetings will be held in which all stakeholders will monitor student progress and effectiveness of interventions.
- The Climate and Culture Team will be the driving force in ensuring that structures in place are consistent and in support of student behavioral success.
- Materials Needed: Materials & Supplies to Support Behavior Intervention & Attendance
 - Positive Behavior Incentives: trinkets, toys, food incentives (pizza, ice cream...)
 - Fidgets to support self-regulation and focus (inside of classroom and Tier 2 classroom setting)
 - Materials and supplies to support SEL lessons.
 - Furniture and related items: area rugs, yoga mats, ball chairs, resistant bands
 - Technology: laptops, tablets, audio equipment to support calming stations

Attendance:

- Administration will work closely with the DPI personnel, teachers, staff and Tier 2 Intervention Specialist (2) to educate parents and students on the importance of being present at school "Every Minute of Every Day."
- Climate and Culture Team will review current attendance support practices and develop a school-wide "Tiered Approach to Improving Attendance" which will include but not limited to the following:
 - Display attendance data in office area and include in newsletters to parents in order to set goals and meet targets.
 - Establish grade level and class recognition systems that promote improvement in attendance rates.
 - Promote Attendance Awareness in September.
 - Use Social-Media to message attendance Goals and Targets.
 - Home School Liaison will make phone calls and conduct home visits when unable to contact the family to discuss reasons for absences.
 - Administration will review attendance and suspension data during TST meetings (bimonthly).
 - Staff will consistently implement tardy/late protocols and follow through with incentives when appropriate for positive attendance rates.
 - Coordinate family educational programs and presentations during Principal Coffee Hour to promote family partnership with the school and district.
 - Administration, Home School Liaison and TST will work together to target families who are moving toward identification as Chronically Absent.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Attendance data will be segregated to monitor EL students.
- HSL and Tier II Intervention Specialist will conduct home regular home visits as necessary.
- HSL will provide interpreting and translations.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in suspensions at home as it relates to Goal 3.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our students with disabilities by funding a Resource Counseling Assistant to work directly with our students who need the most support and help them become more successful in school.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our students with disabilities by funding a second Tier II Intervention Specialist to work with our students who need the most support and help them be more successful in school.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Attendance data will be segregated to monitor low-performing students for all student groups.
- Tier II Intervention Specialist will support students at a Tier 2 level of need.
- Student academic, attendance and discipline data will be used to ensure that low-performing students are

provided access to social-emotional resources.

- 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.

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.

2024-2025 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	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5000	0.5 FTE from 7090 (FTE item 5326) to 4129 Stronger Connections (SCG) & 0.5 FTE SITE - OP	37,179.00

\$37,179.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	98 %	96.6 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

The percent of staff answering favorably to organizational culture domain was at 100% in the Spring Staff Survey. The staff survey has increased by 38% in the last two and a half years. Although the staff survey fluctuated in the Fall, the overall percentage of staff answering favorably continues to be in the mid to high 90's.

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

The Staff Survey results continue to increase as they have been throughout the last couple of years.

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 (Intended actions for the current school year vs. Actual actions that occurred).

The intended actions were implemented consistently and fidelity which led to Calwa Elementary School showing significant improvement in climate culture survey results.

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 2024/25 SPSA.

Continued focus on current goals with regular monitoring of progress and refinement as needed.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The School Site Council indicated that continued focus on staff climate and culture should continue as it directly impacts instruction.

2 ELAC:

ELAC supports the work around staff climate and culture.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Calwa staff acknowledged the improvement in staff morale. Continued focus and refinement is needed.

Action 1

Title: Opportunities to Build Capacity and Retain Staff

Action Details:

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

- 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 go through PLC+ training and will continue to have discussions around equity for our students.
- 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
- Academic Coach
- Teachers
- Tier II Intervention Specialist

Timeline:

- Monthly review of participation in Cultural Proficiency training and resources
- Regular IABs/FIABs
- Quarterly PLC Continuum
- Climate/Culture Survey

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

- The Climate and Culture Team will utilize staff survey data (Overall Positive in Belonging) to guide school-wide initiatives to improve the overall staff belonging and morale at Calwa Elementary School.
- Continue professional development in Cultural Proficiency for all staff.
- Continued discussions around the importance of developing our overall equity lens leading to becoming action oriented in support of our students.
- Differentiated professional learning and added collaboration time specific to the Dual Language Immersion Program will be made a priority this school year.
- Funds will be set aside for Dual Language Immersion Teachers to attend conferences focusing on the importance of instruction and the celebration of culture and diversity.
- 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.
- 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.
- Tech maintenance

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Continued professional development around English Language Development.
- Continued Math Lesson Design (MLD)
- RTI model aligned with LETRS Training to maximize student outcomes.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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
- Technology to support ELD school-wide instructional practices.
- Cost for conferences focused on instruction and the celebration of culture and diversity.

2024-2025 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	1,000.00

\$1,000.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	100 %	93 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Added focus to the connection between school and families proved to be effective as the Family Climate and Culture Survey continues to improve. We had more parents complete the survey making it more authentic and the ratings improved in nearly all areas.

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

Parent feedback is aligned with what we see happening at the school level. There has been a focus on effective communication and partnership with parents both at the classroom and school-wide level. Data collection tells us that parents are trusting the school at a much higher level than just a few years ago. Calwa will continue to make this a priority as schools improve when all stakeholders are involved and feel heard.

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 (Intended actions for the current school year vs. Actual actions that occurred).

An effort was made this current year to provide a variety of opportunities for parents to get involved and partner with the school. Several family events were added this school year including but not limited to Family Dance Night and Family Movie Night. All efforts and actions planned were executed and the data shows that there has been a positive impact on how parents feel about our school and the instruction we provide for their children.

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 2024/25 SPSA.

All current actions will remain in place with the addition of a Family Literacy Night in which parents will be provided with information and resources to support their children academically, specifically around literacy.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The School Site Council sees the importance of a strong partnership with families and understands the need for a continued focus on providing opportunities for families to get involved with the school.

2 ELAC:

ELAC would like to see more opportunities for families to get involved with the school.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Calwa staff would like to continue current practices especially the Principal Coffee Hour which has proved to be a popular event with parents bringing upwards of 45+ parents on campus to partner with the school.

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
- Calwa Staff
- School Site Council
- ELAC

Timeline:

- Staff Survey
- Family Survey
- Student Survey

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

- Calwa will continue to effectively communicate and encourage families to attend family events such as Back to School Night, Open House, Family Dance Night, Family Movie Night and other events in order to increase family engagement with their child's education.
- Students and their families will be invited on campus for events including but not limited to Dia de Los Muertos, Eagle of the Month, Family Movie Night, Family Literacy Night, Family Dance Night and End of Year Promotion Ceremonies.
- The Home School Liaison will focus on keeping parents informed through various modes of communication (Parent Square, Social-Media, Posters, Marquee, Peachjar, and Hard Copies).
- Parent meeting supplies (ELAC, SST, Parent Coffee Hour, SSC) to support positive connections with community and inform parents of school/student progress.
- Principal's Coffee Hour will be set up on a quarterly basis with a variety of topics centered around engaging families in their child's education.
- Focus for all staff on the importance of relationships with students and their parents and the building of trust.
- Calwa will continue to communicate with parents through the use of a digital weekly newsletter "Eagle Express" which will include information for families to engage in their students' learning. This digital newsletter can be translated to all languages so that all parents are able to stay connected with the school.
- Funds will be set aside for parent and student participation and involvement with the school.
- Principal Coffee Hour will be held once a quarter as another opportunity to inform and connect with parents and provide them with a regular opportunity to communicate their questions and/or concerns directly to administration.
- 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.

- Purchase Orders for outside vendors to be used to increase parent participation and involvement.
- Parents will be invited to all Eagle of the Month and Quarterly assemblies for student recognition and achievement.
- Project based activities and clubs to increase student and family engagement.
- Additional 2 hours/day for Alejandra Ramos, Office Assistant - Focus on support and communication with students and their parents.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Parent classes
- ELAC meetings
- 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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

2024-2025 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			Parent involvement, babysitting for parent meetings, ELAC, SSC, Parent Coffee Hour, and other parent opportunities	3,058.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: School information provided through Eagle Express to increase school/parent communication. Parent meeting supplies to support positive connections with community.	6,000.00
G5A1	Sup & Conc	Instructional Supervision & Admii	Cl&Tech-Reg	Assistant, School Office	0.1250	0.875 FTE District funded, 0.125 FTE SPSA funded.	10,315.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			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.	36,764.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental Contracts to support translating for Parent/Teacher conferences	3,941.00

\$60,078.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0075 Calwa Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			ILT & PLC Planning, tutoring after school, supporting staff instructionally, administering assessments, parent workshops, planning professional learning, and working directly with students. **No IEPs**	10,751.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Basic materials and supplies in support of student learning and professional development and building of culture and climate for students. **No incentives or food**	16,557.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for SSTs, classroom observations, ILT & PLC planning, administering student assessments, professional development and planning professional learning, and working directly with students.	22,313.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Basic materials and supplies in support of student learning and food for parent meetings, professional development, and building of culture and climate.	91,293.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Recognition/Incentives for academic achievement school wide, supports for behavior support plans, Student/Eagle of the Month recognitions, celebrations for positive staff achievements.	39,866.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	23,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Certificates for student incentives, academic recognition, grade level instructional tools.	1,500.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Support ELPAC Assessment for ELD students	3,941.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Assessors to administer ELPAC Assessment	857.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Support literacy/math in DLI kindergarten classrooms.	15,444.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Support literacy/math in DLI kindergarten classrooms.	16,924.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for ELPAC assessment support	11,819.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Basic materials and supplies in support of English learner student learning and food for ELAC parent meetings, professional development around English learners, and building of culture and climate for English learner students.	15,732.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF: 3 Inter-Act Fellows 3 hours/day 5 days/week (Reading Intervention) Site Schedule #18 in the amount of \$43,714.17	43,715.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Swun Math : Swun Math professional learning and	9,000.00

G1A2		Instruction	Cons Svc/Oth			instructional resources for best practices in tier 1 math instruction.	9,000.00
G3A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5000	0.5 FTE from 7090 (FTE item 5326) to 4129 Stronger Connections (SCG) & 0.5 FTE SITE - OP	37,179.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	1,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent involvement, babysitting for parent meetings, ELAC, SSC, Parent Coffee Hour, and other parent opportunities	3,058.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: School information provided through Eagle Express to increase school/parent communication. Parent meeting supplies to support positive connections with community.	6,000.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.1250	0.875 FTE District funded, 0.125 FTE SPSA funded.	10,315.00
G5A1	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Sup			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.	36,764.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental Contracts to support translating for Parent/Teacher conferences	3,941.00

\$422,969.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,545.00
Sup & Conc	7090	\$237,992.00
LCFF: EL	7091	\$108,432.00
Grand Total		\$422,969.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$324,712.00
G3 - Increase student engagement in their school and community	\$37,179.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$1,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$60,078.00
Grand Total	\$422,969.00