

Calwa Elementary

10621666006126

Principal's Name: Antonio Sanchez

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
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.
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.
The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
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.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

Calwa School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Antonio Sanchez	X				
2. Chairperson - Florensia Ramos				X	
3. Co-Chairperson - Dawnya Green				X	
4. Secretary - Fabiola Valencia				X	
5. Fabiana Morales				X	
6. Rafaela Ochoa				X	
7. Maritza Martinez		X			
8. Sara Tremblay		X			
9. Chelsie Muro		X			
10. Elena Medrano			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Antonio Sanchez		3/31/22
SSC Chairperson	Florensia Ramos		3/31/22

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 2022/23

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$65,988 *
7090	LCFF Supplemental & Concentration	\$221,950
7091	LCFF for English Learners	\$96,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$121,325</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$505,263

* 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	\$2,256
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$63,732</u>
	Total Title I Allocation	\$65,988

Calwa Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		15.47 %	2021-2022	22.57 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		10.74 %	2021-2022	17.84 %

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.

I-Ready ELA

- Continue refinement of assessment cycles (Progress Monitoring through use of CFA's).
- Continue Tier 2 and Tier 3 Interventions
- Implementation of IAB's and FIAB's in grades 3-6.
- Goal setting (School-wide, PLC, Classroom, Individual Student).
- Pull-out Intervention for newcomers
- Small Group instruction (pull-out program)

I-Ready Math

- Continue refinement of assessment cycles (Progress Monitoring through use of CFA's).
- Continue Tier 2 and Tier 3 Interventions
- Implementation of IAB's and FIAB's in grades 3-6.
- Goal setting (School-wide, PLC, Classroom, Individual Student).
- Pull-out Intervention for newcomers
- Small Group instruction (pull-out program)

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

English Language Arts

- Student groups that are concerning are our SPED, Hispanic, and EL populations.
- Need more focus on EL designation instruction.
- Inconsistent Goal setting (School-wide, PLC, Classroom, and Individual Students).
- Inconsistent Monitoring of Progress through the use of CFA's.
- Inconsistent implementation of IAB's and FIAB's in grades 3-6.
- Inconsistent use of GVC as it was intended.
- Inconsistent alignment of instruction with grade level standards.

Mathematics

- Student groups that are concerning are our SPED, Hispanic, and EL populations.
- Inconsistent Goal setting (School-wide, PLC, Classroom, and Individual Students).
- Inconsistent Monitoring of Progress through the use of CFA's.
- Inconsistent implementation of IAB's and FIAB's in grades 3-6.
- Inconsistent use of GVC as it was intended.
- Inconsistent alignment of instruction with grade level standards.

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 2021-2022 school year was significantly impacted by the shift back to in-person instruction for many families. The COVID-19 pandemic led to staff and teacher shortages in the first semester. This forced the school to focus on the basic needs of our students and their families. There was a noted loss of momentum in school-wide initiatives, PLC progress monitoring, and instructional commitments.

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 2022-23 SPSA.

The plan is to continue current instructional and academic goals and commitments while adding school-wide social-emotional supports. Additionally, the resources and supports that the district will be providing has let to added flexibility and supports that we can provide to our DLI program as well.

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

1 SSC:

- Social-Emotional Supports
- Continued tutoring for students after-school

2 ELAC:

- Social-Emotional Supports
- Continued tutoring for students after-school

3 Staff:

- Bilingual Instructional Aide support for DLI Kindergarten teachers.
- Continued support of Tier 2 CWAS
- Need for ongoing counseling
- Contract with Inter-Act Fellows (Intervention Tutors)

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. I-Ready ELAD2 data indicates that 15.47% of students scored On Level. By June 2023, there will be a 10% increase in the percentage of students scoring On Level on the I-Ready ELAD2.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

I-Ready Diagnostic

Common Formative Assessments (CFAs) using:

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

SPED Benchmarks (Wonder Works & SRA)

ELPAC

iStation (Spanish Dual Language Immersion classes)

Data chats with teachers

Classroom goal-setting

Student goal-setting

Owner(s):

Admin

Instructional Coach

Teacher on Special Assignment

Instructional Leadership Team

Teachers

PLC Teams

Students

Timeline:

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

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

- The Instructional 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).
- Tier 1 - Ensure all students have access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success.
- Tier 2 - Schedule time to supplemental interventions, establish a process for school-wide student intervention identification, plan implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills and supports.
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if referral for Special Education is needed and appropriate using the SST process.
- ELA Guaranteed and Viable Curriculum materials and resources
- Inter-Act Fellows alongside TSA will provide Tier 3 intervention to support the development of Foundational Reading Skills.
- All students will be progressed monitored on a bi-weekly/monthly basis to ensure that students are growing academically.
- All students will have access to technology-based programs to support their learning of Foundational Reading and Comprehension Skills.
- MTSS Teams will support academic needs (as appropriate) and Social/Emotional needs as it relates to academic progress. SSTs 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.
- Two Inter-Act Fellows will be utilized to support small group literacy instruction in Kindergarten Dual Immersion classrooms.
- Copier and printer leases will support teacher implementation of grade level curriculum.
- Other Materials Needed: classroom materials and supplies (copy paper, laminating film, butcher paper, spiral notebooks, poster paper, dry erase markers, printer ink, Nikki folders, journal chart paper, and graphics to support instruction (all Tiers) including, materials, supplies and furniture to support Tier 2 behavior intervention, supplemental instructional resources in support of students with disabilities (Wonder Works consumables and SRA workbooks and TE's), technology--purchasing of new & repairing the old, incentives for students demonstrating academic growth and/or increase student engagement (self-efficacy).
- Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning
- 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.
- Calwa teachers will participate in the Personalized Learning Initiative (PLI) to continue to learn about instructional pedagogy and the intentional use of technology to enhance instruction.

Specify enhanced services for EL students:

- Designated & Integrated ELD instruction
- Small group instruction for newcomers (in U.S less than 12 months) through a pull-out intervention; iStation, SRA Language for Learning
- Use of scaffolds during instruction

Specify enhanced services for low-performing student groups:

- Tier 3 Intervention 3-4 times a week for 45 minutes a day for all student groups that meet the criteria to receive intervention. Student groups will be created around target standards that students failed to demonstrate mastery. Tier 3 Intervention will be provided to all student groups. Students will be chosen based on the following: Previous SST referral, teacher recommendation, previous years KAIG, BAS or

- Multiple opportunities to have peer-to-peer interaction during the instructional day
- Educating students on EL assessments and goals setting based on redesignation criteria
- Provide primary language support as needed in DLI setting as appropriate
- TSA and Instructional Assistant to develop a system to support ELD instruction, EL intervention and EL progress monitoring structures
- HSL to support and communicate with parents regarding student academic progress, redesignation status and/or ELPAC results
- ELPAC assessors will support student access and success during assessment administration. They will assess students one to one and in small groups.
- Materials, Supplies & Other Needs: Imagine Learning licenses, technology (tablets, laptops...), accessories (cables, cords, headphones, adapters...), incentives (medals, trophies, awards, tangible rewards, field trips), substitute coverage to allow teachers to attend conferences and/or observe other colleagues, books & reference materials for General Education and Dual Language Immersion classrooms.

- iReady results. Once students are referred, their placement will be confirmed through a BPST, BAS or other appropriate literacy assessment.
- Tier 2 Intervention will be provided to all student groups based on student performance on CFAs. Tier 2 intervention approach will be determined by the ILT and site leadership.
 - Wonders on-line instructional support and/or other on-line literacy based program (iReady, iStation)
 - Frequent & specific school to home communication about student progress
 - Students that are low-performing and have been identified by the TST, will receive small group Social/Emotional intervention supports with Tier 2 CWAS.
 - After School Library Program will support additional literacy intervention to targeted students (as identified by site Administration and iReady data).

Action 2

Title: High Quality Math Instruction

Action Details:

Calwa Elementary will implement mathematical instruction aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor to ensure that students make continuous progress and are able to demonstrate master of standards. 2020-2021 I-Ready Math D2 data indicates that 10.74% of students scored On Level. By June 2021, there will be a 10% increase in the percentage of students scoring On Level on the I-Ready Math D2.

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

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

iReady Diagnostic & Standards Mastery Assessments

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

FIAB/IAB Assessments

SPED Benchmarks (Number Worlds)

Data chats with teachers

Classroom goal-setting

Student goal-setting

Owner(s):

Administration

Instructional Coach

Instructional Leadership Team

Teachers

PLC Teams

Teacher on Special Assignment

SPED Staff

Math Coaches (5th and 6th grade)

Parents

Timeline:

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

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

- The Instructional 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).
- Tier 1 - Ensure all students have access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success.
- Tier 2 - Schedule time to supplemental interventions, establish a process for school-wide student intervention identification, plan implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skills and supports.
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if referral for Special Education is needed and appropriate.
- All students will receive daily math instruction that is on or above grade level for 90 minutes.
- All students will have daily opportunities to practice math fluency and exposure to higher-level-cognitive demanding tasks (Think Smarter and GoDeeper).
- All students will have access to online programs within the Go Math curriculum and other software programs that align with the learning of foundational skills.
- Other Materials Needed: classroom materials and supplies (copy paper, laminating film, butcher paper, spiral notebooks, poster paper, dry erase markers, printer ink, Nikki folders, journal chart paper, and graphics to support instruction (all Tiers) including, materials, supplies and furniture to support Tier 2 behavior intervention, supplemental instructional resources in support of students with disabilities (Wonder Works consumables and SRA workbooks and TE's), technology--purchasing of new & repairing the old, incentives for students demonstrating academic growth and/or increase student engagement (self-efficacy).
- Training and support for 5th and 6th grade for Math Lesson Design (i.e. coaches and substitutes).
- Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary, peer classroom observations, site-directed professional learning, PLC planning.
- Calwa teachers will participate in the Personalized Learning Initiative (PLI) to continue to learn about instructional pedagogy and the intentional use of technology to enhance instruction.

Specify enhanced services for EL students:

- Small group instruction for newcomers (in U.S less than 12 months) through a pull-out intervention
- Access to computer-based programs to support language acquisition and content learning
- Use of scaffolds during instruction that are temporary with gradual release
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- Educating students on EL assessments and goals setting based on redesignation criteria
- Providing primary language support when appropriate
- Use manipulative and visual models as needed to support student learning
- TSA to develop a system to support ELD instruction, EL intervention, EL progress monitoring structures and support DLI implementation
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns
- MLD training with District support via professional learning and coaching support

Specify enhanced services for low-performing student groups:

- Small group Tier 2 & 3 Intervention
- Go Math on-line instructional support and/or other on-line math program(s) (possibly: Reflex Math, SPLASH Math, Prodigy, Big Brainz or other comparable program)
- Frequent & specific school to home communication about student progress

Action 3

Title: High Quality Designated ELD Instruction

Action Details:

Calwa will continue to provide daily designated English Language Development (ELD) along with Integrated ELD instruction using the California English Language Development Framework, Common Core State Standards and district adopted curriculum (Wonders). With the support of designated staff (TSA, Instructional Aides...), English Language Learners will advance at least one proficiency level a year toward the goal of redesignation.

1. Teachers will identify their EL students, identify their domain of weakness and strength, and provide specific targeted actions on how to address their language development.
2. Teachers will provide structured supports for EL students that are integrated throughout the instructional day using the Wonders curriculum: Teachers will strategically select appropriate EL instructional strategies that are suggested in the TE.
3. Teachers will provide targeted instruction for EL students during the designated instructional block using Wonders curriculum. The designated block of ELD instruction will be a minimum (not limited to) of 30 minutes a day.
4. Admin and teachers will revisit EL student data after every state/district assessment and/or after every grading period to ensure that students are progressing in their core academic areas.
5. Lead Teachers will ensure that ELD instruction is addressed at depth at least once every 3 PLC meetings.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administration
Instructional Coach
Instructional Leadership Team
Teachers
PLC Teams
TSA
School Psychologist
HSL
SPED Staff
Behavior Intervention Specialist (Tier 2 IS)

Timeline:

Assessment data will be monitored as assessments are administered and scored.
Professional Learning around effective ELD instruction will be delivered to teachers in August and will continue throughout the school year as needed.

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

- All students will receive grade level instruction with ELD supports and targeted ELD instruction at their English development level.
- All students will be provided the opportunity to engage in Reading, Writing, Speaking and Listening of Complex Text with structured supports as outlined by Wonders curriculum.
- Materials Needed: ELD Standards, Language for Learning Curriculum/Resources, program software (iStation, iReady) and technology—purchasing of new & repairing the old, incentives for students demonstrating growth (predetermined by ILT), materials and supplies for classroom setting (including RTI)

Specify enhanced services for EL students:

- Small group instruction for newcomers (in U.S less than 12 months) through a pull-out intervention
- Access to computer-based programs to support language acquisition and content learning
- Use of scaffolds during instruction that are temporary with gradual release
- Multiple opportunities to have peer-to-peer interaction during the instructional day
- Educating students on EL assessments and goals setting based on redesignation criteria
- Provide primary language support as needed
- Instructional Aide to support EL Intervention (4th-6th) via Small Group Instruction; Progress Monitoring; Documentation for EL Students
- Use manipulative and visual models as needed to support student learning
- TSA to develop a system to support ELD instruction, EL intervention, EL progress monitoring structures
- Designated & Integrated ELD instruction
- HSL to support and communicate with parents regarding student academic progress, redesignation and/or concerns
- ELPAC assessors will be used to support student success on ELPAC assessment
- Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning
- Parent/Teacher conferences

Specify enhanced services for low-performing student groups:

- Tier 3 Intervention 3-4 times a week for 45 minutes a day for LTEL students based on their current ELPAC assessment results.
- Tier 2 Intervention will be provided to all student groups based on student performance on CFAs. Tier 2 intervention approach will be determined by the ILT and site leadership.
- Wonders on-line instructional support and/or other on-line literacy based program (iStation, iReady, etc.)
- Frequent & specific school to home communication about student progress
- Students that are low-performing and have been identified by the TST, will receive small group SE intervention supports with Tier 2 IS.
- Additional funded instructional assistance will push-in to support literacy instruction in the classroom for grades 1st-3rd in small group settings.
- After School Library Program will support additional literacy intervention to targeted students (as identified by the site leader and iReady data).

- Tutoring
- Planning workshops for parents, etc.
- ELPAC support by classified

2022-2023 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	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.	73,033.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	20,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	16,200.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Certificates for student incentives, academic recognition., grade level instructional tools.	1,500.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Maria Contreras Support Literacy/Math in DLI kindergartens Classrooms	13,062.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Noemi Hines Literacy/Math support in DLI kindergarten classrooms	12,772.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Rebecca Wyatt Reading Intervention, progress monitoring, supporting EL students	12,474.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : 3 Inter-Act Fellows - 3 hours/day, 5 days/week - 1 Tutor- Reading Intervention - 2 Tutors- Literacy/Math in DLI kindergarten classrooms	45,205.00
G1A1	One-time School	Instruction	Teacher-Supp			ILT & PLC Planning, tutoring after school, supporting staff instructionally, administering assessments, parent workshops, planning professional learning, and working directly with students.	12,380.00
G1A1	One-time School	Instruction	Teacher-Supp			Substitute for SSTs, classroom observations, PLC planning, student assessments, professional learning.	19,126.00
G1A1	One-time School	Instruction	Mat & Supp			Basic materials and supplies in support of student learning. **No food or incentives**	2,579.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : 3 Inter-Act Fellows 3 hours/day 5 days/week (Reading Intervention)	37,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Personalized Learning initiative : Personalized Learning Initiative (PLI) for teacher development	11,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Assessors to administer ELPAC Assessment	619.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for ELPAC assessment support	8,371.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Supplies for EL students	489.00

\$285,810.00

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	✓		91.22 %	2021-2022	98.32 %

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 students participated in the field trip opportunities made available through the Fresno Unified School District.
- Calwa 5th & 6th grade students had the opportunity to participate in the soccer club.
- After school clubs and athletics were limited due to the pandemic.

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

- There is a need for improvement in the area of student/teacher/parent relationships.
- Power BI data did not show any student groups who were under-represented.

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).

After school clubs and athletics were limited due to the pandemic. We plan on adding more after school club opportunities for all students in the upcoming 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 2022-23 SPSA.

There is a need for a more diverse selection of opportunities for student involvement outside of the instructional day for students.

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

1 SSC:

- After-school sports (Athletics)

2 ELAC:

n/a

3 Staff:

- A need for a variety of after school clubs for students

Action 1

Title: Opportunities to Develop Career Awareness

[Action Details:](#)

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

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

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

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

[Timeline:](#)

- August 2021-June 2022

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

- Create/establish after school clubs that focus on a particular area of expertise (engineering club, nursing club, etc.) based on student interests
- Create lessons that build student ownership (IPG Tenet 3) and self-efficacy (IPG Tenet 1)
- Safe & Civil Schools Curriculum: Work Experience, Class Meetings, and 2nd Step
- Recruit public speakers from various career backgrounds and include multilingual and multicultural background
- Organize a career fair for grades 3-6
- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts to staff to facilitate clubs and activities

- Transportation services to attend activity or event
- After School Program activities, materials, and supplies
- Provide student incentives for athletics and school-wide activities
- Substitutes for meetings and Professional Learning
- Extra time for Home School Liaison to support parent and student participation

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		58.93 %	2021-2022	53.33 %
Suspension Rate - Semester 1	✓		2.05 %	2021-2022	1.05 %

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.

Chronic Absenteeism

- CWAS works with students identified as chronically absent.
- Site personnel set appointments for families needing support with technology.
- Some students had to quarantine due to COVID-19 pandemic

Suspensions students with 1 or more

- Administration, School Psychologist, CWAS addressed the Tier2 and Tier 3 needs of students and provided ongoing support and encouragement.
- Teacher/Staff and Student relationships is a school-wide focus.
- Social Emotional Support Room "The Eagle's Nest" to provide targeted and meaningful interventions for Tier II and Tier III students, while engaging in fun but purposeful activities that address our students' areas of need.

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

Chronic Absenteeism

- Some students had to quarantine at home for several days due to the COVID-19 pandemic.

Suspensions students with 1 or more

- Teacher/Staff and Student relationships is a school-wide focus.

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).

This school year presented many challenges. Many of our students had not physically come to school in over a year. Every family and home handled the stress of the pandemic differently and some of our students needed additional social emotional supports.

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 2022-23 SPSA.

- We will continue to make teacher/staff and student relationships a priority and a focus for our school.
- School Psychologist will work with referred students to provide Tier 3 intervention for behaviors that are impeding consistent attendance and academic success.
- Administration, School Psychologist, and CWAS will continue to connect with and support students needing additional social emotional support.
- The Eagle's Nest - New Game Room: Safe place for students which will be used to support Tier 2 and Tier 3.
- Materials Needed to support Behavior Intervention & Attendance.
 - Incentives, toys for Eagle Store, food incentives
 - Fidgets to support self-regulation and focus
 - Furniture and related items
 - Technology: Laptops, tablets, audio equipment to support calming stations

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

- 1** SSC:
- Social-Emotional Supports for students

- 2** ELAC:
- Social-Emotional Supports for students

- 3** Staff:
- Social-Emotional Supports for students
 - Need for multi-cultural events
 - Possible Family Dance Night
 - Fun Works

Action 1

Title: Structures to Support Positive Climate & Culture

Action Details:

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

1. Admin staff will work closely with the DPI personnel and staff and Tier 2 CWAS (2) to educate parents and students on the importance of being present at school "Every Minute of Every Day."
2. Admin will review attendance and suspension data during TST meetings (bimonthly).
3. Staff will consistently implement tardy/late protocols and follow through with incentives when appropriate for positive attendance rates.
4. Admin staff alongside HSL and TST will work together to target families who are moving toward identification as Chronically Absent (prioritizing SWD students).
5. Tier 2 CWAS (2) will implement an alternative recess for students that are demonstrating undesired classroom behaviors.
6. SPED Case Managers will work closely with GE teachers, school psychologist, students and families to ensure IEP's are implemented with fidelity and that structures (BSP) are in place to support positive behaviors/interactions for SWD.
7. CCT team will be the driving force in ensuring that structures are in place to support academic and social-emotional behaviors (based on data).

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administration
 Tier 2 CWAS (2)
 Resource Counseling Assistant
 Teachers
 Home School Liaison
 School Psychologist
 MTSS Teams: CCT, ILT, TST, and SST
 Climate/Culture Team

Timeline:

- daily
- weekly
- quarterly.

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

- 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 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 “Eagle of the Month.”
- School-wide structures and incentives will be continued, refined and/or created to support getting students to school "Every Minute of Every Day."
- Tier 2 CWAS (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.
- 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-wide structures and incentives will be continued, refined and/or created to support positive student behaviors and attendance.
- School Psychologist will connect with students who struggle with behavior due to social and emotional concerns.
- Materials Needed: Materials & Supplies to Support Behavior Intervention & Attendance
 - 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Suspensions Per 100

Action Details:

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

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Admin
 Teachers
 HSL
 School Psychologist
 Tier 2 CWAS (2)
 Resource Counseling Assistant
 School Climate & Culture Team
 District SPED Support Staff

Timeline:

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

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

- 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 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 "Eagle of the Month."
- School-wide structures and incentives will be continued, refined and/or created to support getting students to school "Every Minute of Every Day."
- Tier 2 CWAS (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.
- 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-wide structures and incentives will be continued, refined and/or created to support positive student behaviors and attendance.
- School Psychologist will connect with students who struggle with behavior due to social and emotional concerns.
- Materials Needed: Materials & Supplies to Support Behavior Intervention & Attendance
 - 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- Student academic, attendance and discipline data will be used to ensure that low-performing students are provided access to social-emotional resources.
- CWAS data collection, home visits, and conferences with parents and students
- Climate Culture Team will analyze data on an ongoing basis and problem-solve actions to address student needs.
- Development and implementation of Positive Behavior Support Plan as necessary

ENHANCED ADDITIONAL SERVICES FOR STUDENTS WITH DISABILITIES:

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

2022-2023 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	1.0000	Counsel/Work with Students. Work with admin/teachers/psychologist/parents to support students.	63,072.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for Academic Achievement, classroom, in support of Behavioral Support Plans, Student/Eagle of the Month, etc.	20,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	1.0000	This position has been assigned to CWAS Mr. Jorge Ruiz Tier II support for students.	73,085.00

\$156,157.00

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	✓		94.27 %	2021-2022	95 %

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.

- Shared decision making
- Transparency from leadership
- Culture building activities encouraged from staff.
- Continued cultural proficiency training for all staff.

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

n/a

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 focus on shared decision making and cultural proficiency training.

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 2022-23 SPSA.

The entire team will continue to make our work a priority as well as valuing each staff member as an individual.

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

1 SSC:

Interest in increased opportunities to interact with teachers and administration.

2 ELAC:

Interest in increased opportunities to interact with teachers and administration.

3 Staff:

Added opportunities for parents to come on campus and connect with staff such as Family Dance Night.

Action 1

Title: Opportunities to Build Capacity and Retain Staff

Action Details:

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

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data to be used to monitor will include:

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

Owner(s):

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

Timeline:

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

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

- 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.
- 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.

Specify Professional Development or Staff Services to support EL students:

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

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

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

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

2022-2023 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	2,000.00

\$2,000.00

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	✓		85.35 %	2021-2022	91.45 %

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.

Continued opportunities for parents to get involved with their child's education.

- School Site Council
- ELAC
- Parent University
- PIQUE
- Coffee Hour

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

- Currently, most parents who participate in events are native Spanish speaking. We have a diverse community of English speaking parents and other primary languages who do not participate as much. More inclusive events will be scheduled. We plan on including virtual options for parent participation.

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).

Several of our events had to be limited or even canceled due to the COVID-19 pandemic. Virtual options were offered and helped increase attendance for those events that we were able to host. Virtual options will continue to be an option.

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 2022-23 SPSA.

More inclusive events will be scheduled. We plan on including virtual options for parent participation.

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

1 SSC:	2 ELAC:	3 Staff:
Interest in increased opportunities to interact with teachers and administration.	Interest in increased opportunities to interact with teachers and administration.	Added opportunities for parents to come on campus and connect with staff such as Family Dance Night.

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
 HSL
 TSA
 Teachers
 CWAS
 Parents

Timeline:

Quarterly surveys
 • site
 District Surveys
 • Winter
 • Spring

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

- Calwa will reinstate family events such as Back to School Night, Open House, Family Dance Night and other events in order to increase family engagement with their child's education.
- The Home School Liaison will focus on keeping parents informed through various modes of communication.
- 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.
- Funds will be set aside for parent and student participation and involvement with the school.
- 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.
- 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 Direct Service and Opportunities for parents and families to support EL students:

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

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

2022-2023 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	2,916.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500	Didn't make enrollment 3rd year -GG	16,132.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental Contracts to support translating for Parent/Teacher conferences	3,008.00
G5A1	One-time School	Instructional Library, Media & Tech	ClS Sup-Sup			Input and sustain communication updates on school website to support parents/families and community. Support with curriculum distribution and student activities.	39,240.00

\$61,296.00

2022-2023 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	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.	73,033.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	20,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	16,200.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Certificates for student incentives, academic recognition., grade level instructional tools.	1,500.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Maria Contreras Support Literacy/Math in DLI kindergartens Classrooms	13,062.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750	Noemi Hines Literacy/Math support in DLI kindergarten classrooms	12,772.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	Rebecca Wyatt Reading Intervention, progress monitoring, supporting EL students	12,474.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : 3 Inter-Act Fellows - 3 hours/day, 5 days/week - 1 Tutor- Reading Intervention - 2 Tutors- Literacy/Math in DLI kindergarten classrooms	45,205.00
G1A1	One-time School	Instruction	Teacher-Supp			ILT & PLC Planning, tutoring after school, supporting staff instructionally, administering assessments, parent workshops, planning professional learning, and working directly with students.	12,380.00
G1A1	One-time School	Instruction	Teacher-Supp			Substitute for SSTs, classroom observations, PLC planning, student assessments, professional learning.	19,126.00
G1A1	One-time School	Instruction	Mat & Supp			Basic materials and supplies in support of student learning. **No food or incentives**	2,579.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : 3 Inter-Act Fellows 3 hours/day 5 days/week (Reading Intervention)	37,000.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Personalized Learning initiative : Personalized Learning Initiative (PLI) for teacher development	11,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Assessors to administer ELPAC Assessment	619.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for ELPAC assessment support	8,371.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Supplies for EL students	489.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Counsel/Work with Students. Work with admin/teachers/psychologist/parents to support students.	63,072.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for Academic Achievement, classroom, in support of Behavioral Support Plans, Student/Eagle of the Month, etc.	20,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	1.0000	This position has been assigned to CWAS Mr. Jorge Ruiz Tier II support for students.	73,085.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	2,000.00

G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent involvement, babysitting for parent meetings, ELAC, SSC, Parent Coffee Hour, and other parent opportunities	2,916.00
G5A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.2500	Didn't make enrollment 3rd year -GG	16,132.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental Contracts to support translating for Parent/Teacher conferences	3,008.00
G5A1	One-time School	Instructional Library, Media & Te	Cls Sup-Sup			Input and sustain communication updates on school website to support parents/families and community. Support with curriculum distribution and student activities.	39,240.00
							\$505,263.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$65,988.00
Sup & Conc	7090	\$221,950.00
LCFF: EL	7091	\$96,000.00
One-time School	7099	\$121,325.00
Grand Total		\$505,263.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$285,810.00
G3 - Increase student engagement in their school and community	\$156,157.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$2,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$61,296.00
Grand Total	\$505,263.00