

Calwa Elementary

10621666006126

Principal's Name: Antonio Sanchez

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'A. Sanchez', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Antonio Sanchez	X				
2. Chairperson - Denisse De Dios				X	
3. Vice Chairperson – Fabiola Valencia				X	
4. Secretary – Priscilla Macias		X			
5. DAC Representative – Fabiola Barajas				X	
6. Margarita Carrera				X	
7. Ernesto Gonzales				X	
8. Jessica Santos		X			
9. Ruben Flores		X			
10. Elena Medrano			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Calwa Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Antonio Sanchez		03/27/2025
SSC Chairperson	Denisse De Dios		03/27/2025

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

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

FY 2025/26

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$75,072 *
7090	LCFF Supplemental & Concentration	\$235,152
7091	LCFF for English Learners	\$110,418

TOTAL 2025/26 ON-SITE ALLOCATION **\$420,642**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,176
Program Budget	\$72,896
Total Title I Allocation	<u>\$75,072</u>

ESSA Assistance Status: Not Identified for Assistance

Calwa Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		30.4 %	2023-2024	31.5 %
SBAC ELA - Average distance from standard	✓	-66.9 pts	-81.6 pts	2023-2024	-66.6 pts
SBAC ELA - percentage of students met/exceeded standard	✓	29.1 %	23.7 %	2023-2024	28.7 %
SBAC Math - Average distance from standard	✓	-60.6 pts	-82.3 pts	2023-2024	-67.3 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-178 pts	2023-2024	-163 pts
SBAC Math - percentage of students met/exceeded standard	✓	27.9 %	22.5 %	2023-2024	27.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- TK-2 Teachers will continue to implement the learning from the two years of professional development received from Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) a comprehensive professional learning around the science of reading.
- Increased monitoring through daily classroom observations with specific feedback.
- Students are not reading on grade level as identified by SBAC.
- SWD, AA, English Learners are specific student groups performing below grade level in ELA and Math.
- Students are not mastering conceptual math skills.

- PLCs have not used CFAs, IABs, FIABs and data analysis to the fullest extent to inform instruction.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Teachers are still acquiring the skills necessary to teach reading effectively.
- Students not mastering foundational skills in the primary grades.
- The need for professional learning for teachers around the science of reading instruction.
- The need for developing foundational skill building for staff.
- The need for TK-2 teachers to consistently provide small group reading instruction.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Family Literacy Night at the site level as well as a Regional Family Literacy Night to provide resources and learning around supporting literacy at home.
- Intensive Reading Intervention for students not on grade level.
- Continued professional learning opportunities for teachers around the science of reading and guided reading.
- Continued focus on Teacher Clarity for more intentional and informed instruction.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: High Quality ELA Instruction

Partially Implemented

The actions were partially implemented. The majority of TK-2 teachers continue to go through professional learning from Lexia LETRS, Scholastic, and local professional learning provided by our Regional Reading Specialist. However, implementation has been slow. We were unable to fill the part-time Certificated Tutor position intended to support reading intervention.

Action 2: High Quality Math Instruction

Partially Implemented

The actions were partially implemented. We continue to improve mathematics instruction as we have been in the last couple of years.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: High Quality ELA Instruction

Partially Effective

- TK-2 teachers all started to deliver small group reading instruction this school year as this was not done consistently in the past.
- A focus on Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments.
- TK-2 Teachers will continue to implement the learning from the two years of professional development received from Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) a comprehensive professional learning around the science of reading.
- However, there continues to be a need to refine our approach and make instructional shifts based on the learning from professional development opportunities.

Action 2: High Quality Math Instruction

Partially Effective

Teachers in grades 3-6 continued to work with an external SWUN Math Coach specifically around the delivery of Math Lesson Design. However, the coach we received this year was a different person and the coaching was not as impactful as it had been in previous years.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue momentum around Math Lesson Design and the use of SWUN math materials for the delivery of math instruction. However, we will not be renewing the coaching contract with the SWUN Mathematics coach. We feel we can continue to refine implementation with the support of our own Academic Coach for our teachers.

Section D: 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.

SSC:

The SSC supported the continued funding of Inter-Act Fellows for reading intervention. The SSC requested that funds be set aside for after school tutorial provided by teachers.

The SSC was in full support of the suggestion to stop funding third party coaching from SWUN Math. The SSC also supported the continued focus of Math Lesson Design and continuing to pay for the SWUN Math resources.

ELAC:

ELAC requested that funds be provided for teachers to be able to provide after school tutorial for students needing additional support.

Staff:

Staff requested that the school fund Teacher on Special Assignment so she can continue to provide hands on support for RTI and continue to oversee the entire program as well as monitoring of student progress.

Action 1 :

High Quality ELA Instruction

Action Details:

Calwa Elementary will implement a comprehensive reading program with a three-tiered approach to improve Foundational Reading Skills and comprehension of complex text. Professional Learning Communities (PLCs) will analyze Common Formative Assessments and will consistently monitor students' progress using Progress Monitoring Protocol to measure student demonstration of mastery of standards and determine instructional decision making.

Goal: By June 2025, Calwa Elementary School will decrease the distance from standards in ELA from -81.6 to -66.6 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Tier 1:**
 - Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments.
 - TK-2 Teachers will continue to implement the learning from the two years of professional development received from Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) a comprehensive professional learning around the science of reading.
 - All professional learning will be aligned with site focus "Teacher Clarity" and with the Roosevelt Regional Plan.
 - All Teachers will continue to implement the learning from PLC+ training provided by Fresno Unified School District.
 - Calwa Elementary will work directly with a consultant from Corwin specifically around the structures of PLC+ implementation leading to more intentional and informed instruction.
 - Utilize, provide PLC support as needed with Claims, Targets and Item Specifications in planning and delivery of lessons to support alignment to rigor.
 - Grades 3-6 will continue to regularly administer IAB/FIABs, analyze results and utilize data to guide instructional decision-making and intentionality.
 - Revisit and implement Integrated ELD, leading to Designated ELD instruction utilizing the supplemental Designated ELD district developed lessons aligned to Wonders and the ELD Standards.
 - The Literacy Coach will support PLC's and individual teachers through co-teaching, model lessons, and coaching cycles.
 - Bilingual Instructional Assistants will be utilized to support small group literacy instruction in Kinder Dual Immersion classrooms.
 - Additional PLC planning time for all teachers for vertical articulation of program goals; provide supplemental contracts.
 - Recognition for student academic achievement school wide, supports for behavior support plans, Student/Eagle of the Month recognitions/incentives, celebrations for positive staff achievements.
 - Funds will be allocated to allow certificated staff to attend conferences that align with the school's current focus areas. These opportunities for professional growth, keeping our educators up to date with the latest teaching strategies, educational research, and best practices.
 - Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning.
- **Tier 2:**
 - Literacy Coach will be funded to work directly with students, providing focused assistance in reading, while also guiding and supporting teachers in delivering high-quality, differentiated instruction.
 - Funds will be set aside for after school tutorials to be provided by teachers for select identified students.
 - Inter-Act Fellows will be funded to provide Tier 3 intervention to support the development of Foundational Reading Skills. Inter-Act Fellows will receive training on foundational skills from Reading Specialist and Literacy Coach.
- **Tier 3:**
 - Students will be referred to the Student Success Team when necessary to determine Tier 3 intervention supports.
 - 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.
 - 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.
 - Substitutes for but not limited to support: SST, 504, and IEP meetings as necessary; peer classroom observations, site-directed professional learning, PLC planning.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- We plan to support English Learners by ensuring that designated ELD instruction is implemented daily by certificated teachers to ensure our ELs, including LTELs and Dually Identified ELs with IEPs access core learning.
- We will be contracting 6 Inter-Act Fellows to provide additional daily Response to Intervention (RTI), Newcomer's support, and ELD practice through small group and after school intervention. Two of the Inter-Act Fellows will work directly with our Kindergarten classrooms.

- 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.
- Professional Learning around Designated and Integrated English Language Development.
- 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.

Student Groups

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

With Title I funds we plan to support English Learners by funding a Literacy Coach and Inter-Act Fellows to provide direct support in the form of Response to Reading Intervention. We also plan on setting funds aside for after school tutorial for English Language Learners and select identified students.

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

With 7090, we plan to support English Learners by funding a Literacy Coach and Inter-Act Fellows to provide direct support in the form of Response to Reading Intervention. We also plan on setting funds aside for after school tutorial for English Language Learners and select identified students.

As a site: What are the planned actions to support this student group?

- Response to Reading Intervention (Intensive Reading Interventions)
- TK-2 will provide consistent, and research based small group reading instruction.
- English Learners will be assessed regularly in order to monitor progress and inform instruction.
- Consistent Designated and Integrated English Language Development instruction.
- Consistent administration of IABs/FIABs to monitor student progress and inform instructional decision making.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <ul style="list-style-type: none"> • Consistent classroom walk-throughs and productive and supportive feedback with a specific focus aligned with Teacher Clarity. • Aim to talk to 10% of the students each week then share quantifiable data with teachers asking Teacher Clarity Questions (What, Why, and How?) • Outcomes will be monitored by Administrators, Academic Coach, Teacher on Special Assignment, and Instructional Leadership Team. 	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>i-Ready diagnostic reading outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. The percent of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.</p> <p>IABs/FIABs will be consistently administered, monitored, and analyzed to inform instructional decision-making.</p> <p>Outcomes monitored by teachers, grade level PLCs, and admin.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <p>There will be a decrease in the distance from meeting standards in ELA from -81.6 to -66.6.</p>

Action 2 :

High Quality Math Instruction

Action Details:

Calwa Elementary will implement a mathematics program with a three-tiered approach to improve math fluency and conceptual understanding. Professional Learning Communities (PLCs) will analyze Common Formative Assessments and will consistently monitor students' progress using Progress Monitoring Protocol to measure student demonstration of mastery of standards and determine instructional decision making.

Goal: By June 2025, Calwa Elementary School will decrease the distance from standards in Math from -82.3 to -67.3 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Tier 1:**
- Quality first teaching (Tier 1) based on standards, student goal setting, checking for understanding, implementation of Classroom Foundations/PLC+ Foundations, and use of formative assessments.
- All professional learning will be aligned with site focus "Teacher Clarity" and with the Roosevelt Regional Plan.
- Teachers in grades 3-6 will continue implementation of Math Lesson Design.
- Funds will be set aside to ensure all 3-6 teachers have access to SWUN Mathematics resources.
- All Teachers will continue to implement the learning from PLC+ training provided by Fresno Unified School District.
- Calwa Elementary will work directly with consultant from Corwin specifically around the structures of PLC+ implementation leading to more intentional and informed instruction.
- Teacher Clarity will continue to be a major focus of our work as an instructional leadership team as well as professional learning communities.
- 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 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.
- We will continue to utilize and provide PLC support as needed with Claims, Targets and Item Specifications in planning and delivery of lessons to support alignment to rigor.

- Grades 3-6 will continue to regularly administer IAB/FIABs, analyze results and utilize data to guide instructional decision-making and intentionality.
- 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 all teachers for vertical articulation of program goals; provide supplemental contracts.
- Funds will be allocated to allow certificated staff to attend conferences that align with the school's current focus areas. These opportunities for professional growth, keeping our educators up to date with the latest teaching strategies, educational research, and best practices.
- **Tier 2:**
- Funds will be set aside for teachers to provide after school tutorial based on student specific needs supported by assessment data.
- Community Schools Coordinator, Tier II Intervention Specialist, and Home School Liaison will support in contacting identified students' parents to keep them informed and suggest ways in which they can support at home.
- **Tier 3:**
- Students will be referred to the Student Success Team when necessary to determine Tier 3 intervention supports.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- We plan to support English Learners by ensuring that designated ELD instruction is implemented daily by certificated teachers to ensure our ELs, including LTELs and Dually Identified ELs with IEPs access core learning.
- We will be contracting 6 Inter-Act Fellows to provide additional daily Response to Intervention (RTI), Newcomer's support, and ELD practice through small group and after school intervention. Two of the Inter-Act Fellows will work directly with our Kindergarten classrooms.
- 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.
- Professional Learning around Designated and Integrated English Language Development.
- Use of scaffolds during instruction that are temporary with gradual release.
- Multiple opportunities to have peer-to-peer interaction (Collaborative Talk) 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
- Educating students on English Learner assessments and goals setting based on redesignation criteria.
- Use manipulative and visual models as needed to support student learning.

Student Groups

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

Students with Disabilities (SWD): ?materials and supplies, technology

With Title I funds we plan to support English Learners with a plan to setting funds aside for after school tutorial for English Language Learners and select identified students.

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

Students with Disabilities (SWD): ?materials and supplies

With 7090, we plan to support English Learners with a plan to setting funds aside for after school tutorial for English Language Learners and select identified students.

As a site: What are the planned actions to support this student group?

- **Students with Disabilities (SWD):**
 - Continued implementation of Math Lesson Design.
- Funding of SWUN Mathematics resources for teachers in grades 3-6.
- Strong Tier 1 instruction including small group instruction for students needing support.
- Consistent administration of IABs/FIABs to monitor student progress and inform instructional decision making.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Consistent classroom walk-throughs and productive and supportive feedback with a specific focus aligned with Teacher Clarity.
- Aim to talk to 10% of the students each week then share quantifiable data with teachers asking Teacher Clarity Questions (What, Why, and How?)
- Outcomes will be monitored by Administrators, Academic Coach, Teacher on Special Assignment, and Instructional Leadership Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- i-Ready diagnostic outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons.
- The percent of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.
- IABs/FIABs will be consistently administered, monitored, and analyzed to inform instructional decision-making.
- Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- There will be a decrease in the distance from meeting standards in Math from -82.3 to -67.3.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for classroom observations, ILT & PLC planning, administering student assessments, professional development and planning professional learning, and working directly with students. **No IEPs or 504s**	6,903.00
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**	793.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	2,000.00
G1A1	Title 1 Basic	Other Instructional Resources	Othr Crt-Reg	Coach, Literacy	0.3395	Literacy Coach to be funded by 3 different budgets: Title 1/3010 0.3395 FTE \$57,522 Stronger Connections Grant/4129 0.2423 FTE \$41,054 Literacy Grant/6211 0.4182 FTE \$70,856	57,522.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for professional learning, building teacher capacity, iep's, SST's, and other parent meetings to support academic/social emotional needs of students.	8,350.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Basic materials and supplies in support of student learning, clubs, sports, and food for parent meetings, professional development, student motivation/incentives, student academic/positive behavior recognition, and materials (spirit wear included) for building of culture and climate for students and staff.	123,156.00
G1A1	Sup & Conc	Instruction	Travel			: Professional learning for teachers/administrators for Clarity Conference, English Language Learner Conferences, or other conferences to support/improve instruction.	7,000.00
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	Teacher-Supp			Support ELPAC Assessment for ELD students	2,452.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC assessment support	6,131.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		18,532.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		16,125.00

2025-2026 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	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for ELPAC assessment support	6,546.00
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.	13,938.00
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 \$45,217.17	45,218.00

\$339,166.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	85.8 %	2024-2025	89.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey increased by 4% as compared to Fall 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

There has been a school-wide focus on Teacher Clarity (What, Why, and How?). Building relevance and applying the learning to real-world context has been a focus for our teachers.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We will continue our focus of Teacher Clarity because when students find purpose in their experience at school, they are more likely to be academically motivated to learn.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Opportunities to Develop Career Awareness

Partially Implemented

The actions were partially implemented. There was an increase in rate of student in real-world learning experiences for students in all grades.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Opportunities to Develop Career Awareness

Effective

The actions were effective. There continues to be an increase in students feeling connected to the school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will continue to provide opportunities for real world experiences such as field trips.
- We will continue to increase the number of activities and clubs that students can be involved in.
- 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.

Section D: 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.

SSC:

- Provide students with the opportunity to get involved in folklorico and Hip-Hop Dance classes.
- More field trip opportunities.

ELAC:

- Student Jobs/Meaningful work opportunities.
- After school tutorial for students who need it.

Staff:

- Opportunities for after school tutorial for students who need additional support.

Action 1 :

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.

Goal: In the Spring Climate and Culture Survey, Calwa Elementary School will increase the percentage of students responding favorably on the Climate and Culture student survey pertaining to real-world experiences.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Continue with partnership with Teocalli Cultural Academy in order to provide all students with folklorico experience as well as the arts (Grades K-6).
- Continue with partnership with Teocalli Cultural Academy in order to provide all students with Hip Hop Dance experience as well as the arts (Grades K-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.
- Quarterly Principal Coffee Hour sessions will be held to provide an opportunity for parents to get more informed and improve the partnership with the school.
- 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 for all students.
- Provide student incentives for athletics and school-wide activities.
- Community Schools Coordinator will continuously seek opportunities for continued exposure to real-world experiences.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Calwa staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world learning experiences.
- 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.
- Student engagement data of English Learner students will be monitored for disproportionality.

Student Groups

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

With Title I funds we plan to support English Learners by setting aside funds to get parents more involved with the school. Quarterly Principal Coffee Hour sessions will be held to provide an opportunity for parents to get more informed and improve the partnership with the school.

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

Supplemental contracts will be available for staff to lead after school clubs that will expose students to real-world learning experiences.

As a site: What are the planned actions to support this student group?

The administrative team will English Learner engagement through ATLAS reports.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Instructional Leadership Team and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Engagement participation will be analyzed at each semester for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate and Culture Team.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Responses to Climate and Culture surveys will continue to increase by 5% as compared to last year.
- Outcomes monitored by Principal, VP, and Climate and Culture Team.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		32.1 %	2023-2024	31.5 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		35.8 %	2023-2024	35.2 %
Suspension Rate	✓	0.9 %	2.4 %	2023-2024	2.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, Chronic Absenteeism has decreased over the last year. Identified student groups are English Learners. Suspensions have decreased for four years straight, and we are confident that the school culture will continue to be one more conducive to student learning.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The school has focused on strong Tier I structures in the classroom and in common areas such as the cafeteria and playground. We also focused on the importance of Teacher/student relationships. This along with consistency has led to a school climate and culture that has continued to improve.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Strong School Adult/Student trust and relationships
- Strong Tier 1 Structures in classrooms and common areas
- Commitment to Morning Meetings (2nd Step)

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Structures to Support Positive Climate & Culture

Fully Implemented

- The actions were Implemented to meet the desired student outcomes. However, we will continue to refine our approach as needed.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Structures to Support Positive Climate & Culture

Partially Effective

- The actions were partially effective - Chronic absenteeism decreased overall to 32.1%.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Tier II Specialist, Community Schools Coordinator, Office Assistant, and Home School Liaison will collaborate in strategies for continued improvement in attendance.

Section D: 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.

SSC:

- The School Site Council requested increased after school clubs and activities for students.

ELAC:

- ELAC requested possible dance clubs like Hip Hop and Folklorico.

Staff:

Staff is on board with an increase in after school clubs and activities for students. Staff is also on board with dance clubs like Hip Hop and Folklorico.

Action 1 :

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. The current chronic absenteeism rate is 32.1%. There will be a decrease of 7% in the percentage of chronic absenteeism rate bringing it to 25.1%. The current suspension rate is 2.4%. The suspension rate will decrease to 1.4% by June 2026.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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 The Mirror Project 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.
- 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:

- Monthly TST Meetings will be held specifically focused on improving attendance utilizing suggested strategies outlined in document provided by DPI.
- Administration will work closely with the DPI personnel, teachers, Community Schools Coordinator, 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, Tier II Specialist, Community Schools Coordinator, and TST will work together to target families who are moving toward identification as Chronically Absent.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Attendance data will be segregated to monitor EL students.
- HSL, Tier II Intervention Specialist, and Community Schools Coordinator will conduct home regular home visits as necessary.
- HSL will provide interpreting and translations. All communications will go home in preferred language.

Student Groups

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

With Title I funds we plan to support English Learners by setting aside funds to get parents more involved with the school. Quarterly Principal Coffee Hour sessions will be held to provide an opportunities for parents to learn about Social Emotional Supports.

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

Supplemental contracts will be available for staff to lead after school clubs that will expose students to real-world learning experiences and support Social Emotional Needs.

As a site: What are the planned actions to support this student group?

The administrative team will English Learner engagement through ATLAS reports.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Outcomes will be measured by Panorama Data, Attendance Data, and DESSA Data as monitored by TST Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Outcomes will be measured by Panorama Data, Attendance Data, and DESSA Data as monitored by Teachers and Administration.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Outcomes will be measured by Panorama Data, Attendance Data, and DESSA Data as monitored by Climate and Culture Team.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	100 %	95.4 %	2024-2025	98.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The Staff Climate and Culture Survey has steadily increased for the past few years. There has been a deliberate effort in continuing a focus on a collaborative culture with shared decision making whenever possible.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- School leadership team is student oriented and focused on progress.
- Collaborative Culture and Shared Decision Making.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.
- We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, and SSC to identify areas where growth can occur.
- We will provide weekly updates sent to the entire staff by the principal to keep staff connected.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Opportunities to Build Capacity and Retain Staff

Fully Implemented

- The actions were Implemented to meet the desired student outcomes. However, we will continue to refine our approach as needed.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Opportunities to Build Capacity and Retain Staff

Effective

- The actions were effective. The Climate and Culture Survey continues to improve in percent of favorable responses in organizational culture domain currently at 95.4% with a goal of 100%.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- The administrative team will continue to make "Leader Credibility" and "Staff Morale" a priority.

Section D: 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.

SSC:

- The SSC is in full support of the intended actions behind the goal of increasing the percent of favorable responses in organizational culture domain.

ELAC:

- ELAC would like to organize a parent provided potluck to show their appreciation of teachers during staff appreciation week like they have done in years past.

Staff:

- The staff is in full support of the intended actions behind the goal of increasing the percent of favorable responses in organizational culture domain.

Action 1 :

Opportunities to Build Capacity and Retain Staff

Action Details:

Calwa Elementary staff will continue to strengthen 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Continued professional development around English Language Development.

Student Groups

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

With Title I funds we plan to support English Learners by providing after school tutoring and academic support for those students who need it.

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

Supplemental contracts will be available for staff to lead after school clubs that will expose students to real-world learning experiences and support Social Emotional Needs.

As a site: What are the planned actions to support this student group?

The administrative team will English Learner engagement through ATLAS reports.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Climate and Culture Team will consistently check in on staff to ensure sense of belonging.
- Outcomes will be monitored by Administrators, and Climate and Culture Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Climate and Culture Team will consistently and intentionally informally survey staff to ensure and monitor sense of belonging amongst staff.
- Outcomes will be monitored by Administrators, and Climate and Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Climate and Culture Team will consistently and intentionally administer the Fall and Spring Staff Climate and Culture Survey.
- Outcomes will be monitored by Administrators, and Climate and Culture Team.

2025-2026 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	Teacher-Supp			ILT & PLC Planning, tutoring after school, supporting staff instructionally, administering assessments, parent workshops, planning professional learning, and working directly with students. **No IEPs**	29,424.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	1,000.00

\$30,424.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	95 %	2024-2025	100.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Calwa Elementary was able to increase the number of opportunities for parents to get involved with the school and their child's educational experiences. The Fall and Spring Climate and Culture Family survey indicates that parents continue to answer favorably in the family engagement domain. Our goal is to reach 100% of families answering favorably in the Family Engagement Domain.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

There was a deliberate and intentional approach to family engagement this year. Listening Tours were conducted gather input from all stakeholders around specific events and/or opportunities for parents to get involved with the school and their child's educational experiences.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Calwa Elementary will continue to prioritize and be intentional about providing parent engagement opportunities.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Opportunities to Build Relationships with Families

Partially Implemented

- The actions were Implemented to meet the desired student outcomes. However, we will continue to refine our approach as needed.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Opportunities to Build Relationships with Families

Effective

- The actions were effective. The Climate and Culture Survey continues to improve in percent of favorable responses in organizational culture domain currently at 95.4% with a goal of 100%.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- The administrative team will continue to make "Leader Credibility" and "Staff Morale" a priority.

Section D: 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.

SSC:

The School Site Council requested additional family events for the community. The council gave specific examples of events that could lead to a stronger partnership with the school.

ELAC:

ELAC requested additional family events for the community. The council gave specific examples of events that could lead to a stronger partnership with the school.

Staff:

The Calwa staff is in full support of increasing the number of events and/or opportunities for parents to get involved with the school.

Action 1 :

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.

Goal: The Family Climate and Culture Survey will indicate that 100% of families answer favorably in family engagement domain.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.
- 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.
- The Community Schools Coordinator will recruit staff, parents, and community members to join the Community Schools Committee and hold regular meetings with a goal of establishing a partnership with community agencies to offer integrated services to students and their families and enhance outcomes.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

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

With Title I funds we plan to support English Learners by setting aside funds to get parents more involved with the school. Quarterly Principal Coffee Hour sessions will be held to provide an opportunity for parents to get more informed and improve the partnership with the school.

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

Supplemental contracts will be available for staff to lead after school clubs that will expose students to real-world learning experiences.

As a site: What are the planned actions to support this student group?

The administrative team will English Learner engagement through ATLAS reports.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Community Schools Committee will consistently check in on staff, students, parents, and community to ensure sense of belonging.
- Outcomes will be monitored by Administrators, and Community Schools Coordinator.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Community Schools Committee will consistently and intentionally informally survey staff to ensure and monitor sense of belonging amongst staff.
- Outcomes will be monitored by Administrators, and Community Schools Coordinator.

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Community Schools Committee will consistently and intentionally administer the Fall and Spring Climate and Culture Survey.
- Outcomes will be monitored by Administrators, and Community Schools Coordinator.

2025-2026 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	7,854.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup			Supplemental contracts to support curriculum distribution, supporting communication between school and community, support in student/parent activities to increase inclusive opportunities for families and engage students, and support students in and out of classroom.	39,270.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental Contracts to support translating for Parent/Teacher conferences	3,928.00

\$51,052.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0075 Calwa Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for classroom observations, ILT & PLC planning, administering student assessments, professional development and planning professional learning, and working directly with students. **No IEPs or 504s**	6,903.00
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**	793.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	2,000.00
G1A1	Title 1 Basic	Other Instructional Resources	Othr Crt-Reg	Coach, Literacy	0.3395	Literacy Coach to be funded by 3 different budgets: Title I/3010 0.3395 FTE \$57,522 Stronger Connections Grant/4129 0.2423 FTE \$41,054 Literacy Grant/6211 0.4182 FTE \$70,856	57,522.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for professional learning, building teacher capacity, iep's, SST's, and other parent meetings to support academic/social emotional needs of students.	8,350.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Basic materials and supplies in support of student learning, clubs, sports, and food for parent meetings, professional development, student motivation/incentives, student academic/positive behavior recognition, and materials (spirit wear included) for building of culture and climate for students and staff.	123,156.00
G1A1	Sup & Conc	Instruction	Travel			: Professional learning for teachers/administrators for Clarity Conference, English Language Learner Conferences, or other conferences to support/improve instruction.	7,000.00
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	Teacher-Supp			Support ELPAC Assessment for ELD students	2,452.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC assessment support	6,131.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		18,532.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		16,125.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for ELPAC assessment support	6,546.00
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.	13,938.00

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 \$45,217.17	45,218.00
G4A1	Sup & Conc	Instruction	Teacher-Supp	ILT & PLC Planning, tutoring after school, supporting staff instructionally, administering assessments, parent workshops, planning professional learning, and working directly with students. **No IEPs**	29,424.00
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	7,854.00
G5A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Sup	Supplemental contracts to support curriculum distribution, supporting communication between school and community, support in student/parent activities to increase inclusive opportunities for families and engage students, and support students in and out of classroom.	39,270.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Supplemental Contracts to support translating for Parent/Teacher conferences	3,928.00
					\$420,642.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$75,072.00
Sup & Conc	7090	\$235,152.00
LCFF: EL	7091	\$110,418.00
Grand Total		\$420,642.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$339,166.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$30,424.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$51,052.00
Grand Total	\$420,642.00