

Calwa Elementary

10621666006126

Principal's Name: Antonio Sanchez

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 student groups 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 (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.
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 rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council: Calwa Elementary School

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 – Ruben Flores		X			
5. DAC Representative – Fabiola Barajas				X	
6. Rosalinda Diaz				X	
7. Ernesto Barajas				X	
8. Litzy Contreras		X			
9. Roberto Ival		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 School			
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		03/18/2026
SSC Chairperson	Denisse De Dios		03/18/2026

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

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

FY 2026/27

Calwa - 0075

ON-SITE ALLOCATION

3010	Title I	\$71,898 *
7090	LCFF Supplemental & Concentration	\$201,600
7091	LCFF for English Learners	\$92,460

TOTAL 2026/27 ON-SITE ALLOCATION

\$365,958

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,084
Program Budget	\$69,814
Total Title I Allocation	\$71,898

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Calwa Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		10.5 %	2024-2025	11.6 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		45.9 %	2024-2025	47 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		52.4 %	2025-2026	53.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.8 %	2025-2026	49.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		27.3 %	2025-2026	28.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.1 %	2025-2026	65.2 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		26.3 %	2025-2026	27.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		60.3 %	2025-2026	61.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.9 %	2025-2026	46 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		45.8 %	2025-2026	46.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63 %	2025-2026	64.1 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		19.9 %	2025-2026	21 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-66.6 pts	-62.1 pts	2024-2025	-47.1 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		24.6 %	2024-2025	29.6 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-67.3 pts	-65.3 pts	2024-2025	-50.3 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26 %	2024-2025	31 %	↑

Goal 2	Chronic Absenteeism - (Students w/ Disabilities)	35.2 %	37.1 %	2024-2025	36.5 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	31.5 %	18.8 %	2025-2026	18.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	100.1 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	98.5 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		90 %	2025-2026	92 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	2.07 %	0.7 %	2025-2026	0.37 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

ELA:

- Although students have shown consistent growth in English Language Arts over the past several years, the rate of progress has been slower than the gains made in mathematics.
- There is a need for more consistent phonics instruction (6 Step Phonics Lesson) in the primary grade levels.

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

- The school has placed a stronger instructional focus on mathematics in recent years, resulting in greater gains in that subject area.
- Implementation of professional learning related to literacy and phonics has been slow-moving across primary grade levels.
- While writing has been identified as the school's common instructional focus this year, implementation is still in the early stages.

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.

- Increase focus on English Language Arts instruction across grade levels.
- Provide consistent professional learning and support for literacy and phonics instruction.
- Implement consistent schoolwide writing instruction and supports, with attention to low-performing student groups.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

High Quality ELA Instruction

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

High Quality Math Instruction

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

Opportunities to Develop Career Awareness

Partially Implemented

The actions were partially implemented

Structures to Support Positive Climate & Culture

Fully Implemented

The actions were Fully Implemented and we expect to see another decrease in suspension rate.

Opportunities to Build Capacity and Retain Staff

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

Opportunities to Build Relationships with Families

Fully Implemented

The actions were Fully Implemented to meet the desired student outcomes.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

High Quality ELA Instruction

Partially Effective

The actions were Partially Effective: We made good progress on Distance from Standard meeting the district goal of 15-point improvement. However, we made incremental progress in our meets and exceeds gaining 1.5 percent.

High Quality Math Instruction

Effective

The actions were Effective: We met the district Distance from Standard goal of improving by 15+ points as well as increasing our meets and exceeds standards percentage by 5+%.

Opportunities to Develop Career Awareness

Effective

The actions were Effective: There was a 9% increase in the Fall Climate & Culture student survey data showing that students feel more connected to the school (School Environment Domain). The overall percentage of 80% is +4 above district average.

Structures to Support Positive Climate & Culture

Effective

The actions were Effective: There was a 9% increase in the Fall Climate & Culture student survey data showing that students feel more connected to the school (School Environment Domain). The overall percentage of 80% is +4 above district average.

Opportunities to Build Capacity and Retain Staff

Effective

The actions were Effective: The Fall Climate & Culture staff survey data showing that staff feels valued at school with 97% positive responses. This is +8% above the district average.

Opportunities to Build Relationships with Families

Effective

The actions were Effective: The Fall Climate & Culture family survey data shows that 98% of parents feel there was an increase in opportunities for them to engage with the school and build positive relationships. This is above district average.

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.

Based on our analysis of the current SPSA actions and budget, we will:

- Continue providing focused professional development to enhance writing instruction and monitoring progress through the use of Collective Efficacy Cycles (PLC+).
- Continue to provide focused professional development to enhance literacy and phonics instruction in the primary grade levels.
- Continue to enhance the Collective Efficacy Cycle process with a continued alignment of a school-wide common challenge of "Writing."
- Continue to provide focused professional development to enhance mathematics instruction in the intermediate grade levels around problem solving (FCOE Partnership).

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:	ELAC:	Staff:
• Keep Teaching Fellows (RTI) • Keep Literacy Coach	• Keep supports for English Learners (After School) • Keep Teaching Fellows (RTI) • Keep DLI literacy supports for DLI Kindergarten	• Keep Literacy Coach • Keep Teaching Fellows (RTI) • Additional planning days, sub days, and extra pay contracts for after school tutorial.



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

High Quality ELA Instruction

Action Details

Early Literacy

Goal Statement:

By June 2027, Calwa Elementary will strengthen literacy instruction and schoolwide writing through high-quality Tier 1 instruction, targeted interventions, and data-driven PLCs, ensuring students develop foundational reading skills, writing proficiency, and comprehension of complex text.

Goal:

By June 2027, Calwa Elementary will increase the percentage of students meeting/exceeding standards in English Language Arts from 24% to 30% as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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 – Universal Instruction (Quality First Teaching)

- Implement standards-based instruction emphasizing Teacher Clarity (learning intentions, success criteria, relevance, student goal setting, and checks for understanding).
- Implement and refine collective efficacy cycles through PLC+ to strengthen collaborative planning, instruction, and analysis of student learning.
- Continued implementation and refinement of the schoolwide common writing challenge to strengthen student writing across grade levels.
- Align writing strategies and expectations across all grade levels to support consistency in writing instruction stronger impact.
- Continue to apply and refine professional learning from 6 Step Phonics Instruction in TK–2 to strengthen foundational literacy instruction.
- Continue to strengthen PLC+ structures and collaborative instructional practices specific to Collective Efficacy Cycles.
- Continue to administer IAB/FIAB assessments in grades 3–6 and analyze results in PLCs to guide instruction.
- Provide differentiated small group instruction in primary grades based on formative assessment data.
- Provide instructional support through the Literacy Coach, including coaching cycles, model lessons, co-teaching, and PLC collaboration.
- Utilize Bilingual Instructional Assistants to support small-group literacy instruction in Kindergarten Dual Immersion classrooms.
- Provide additional PLC collaboration time for vertical articulation and instructional planning (supplemental contracts).
- Recognize student academic achievement and positive behavior through schoolwide recognition programs and incentives.
- Provide funding for staff to attend professional conferences aligned with site instructional priorities.
- Provide substitutes as needed for SST, 504, and IEP meetings, peer observations, PLC planning, and site professional learning.

Tier 2 – Targeted Supplemental Supports

- Provide targeted small-group reading intervention through the Literacy Coach for identified students.
- Provide after-school tutoring for students identified through assessment data as needing additional academic support.
- Utilize Inter-Act Fellows to deliver targeted intervention in foundational reading skills, with training and support from the Reading Specialist and Literacy Coach.
- Monitor student progress in Tier 2 interventions and adjust supports based on assessment data.

Tier 3 – Intensive Intervention

- Refer students with significant academic needs to the Student Success Team (SST) to determine Tier 3 supports.
- Identify student needs, implement intensive interventions, and monitor progress through the SST process.
- Determine when Special Education referrals are appropriate through the SST process.
- Utilize MTSS teams to address academic and social-emotional factors impacting student learning.

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.

- Provide daily designated ELD instruction by certificated teachers to ensure ELs, including long-term ELs and dually identified students with IEPs, access core learning.
- Contract six Inter-Act Fellows to provide small-group and after-school support, including response to intervention, newcomer support, and ELD practice, with two Fellows assigned to Kindergarten classrooms.
- Provide professional learning for teachers on designated and integrated ELD strategies.
- Use scaffolds with gradual release to support comprehension and student independence.
- Provide multiple opportunities for peer-to-peer interaction and academic discourse throughout the day.
- Teach students about EL assessments and support goal setting based on redesignation criteria.
- Incorporate manipulatives, visual models, and primary language support as appropriate in dual immersion settings.
- Have HSL staff communicate with parents regarding academic progress, redesignation, and concerns.
- Use ELPAC assessors to support students during assessments, including one-to-one and small-group administration to ensure accurate measurement of English proficiency.

Student Groups

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

English Learner (EL):

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?

English Learner (EL):

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?

English Learner (EL):

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Bilingual Principal will consistently communicate in both English and Spanish.
- Translation services for parents of English Learners.
- Quarterly Principal Coffee Hours
- Weekly school newsletter that can be converted to all languages using Smore and ParentSquare.

Professional Learning

Describe Professional Learning related to this action.

- Professional Learning Opportunities for paraprofessionals, Inter-Act Fellows, and After School Program Tutors around Reading Foundational Skills.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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, Literacy, and Writing.
- Aim to talk to 10% of the students each week then share quantifiable data with teachers asking Teacher Clarity Questions (What, Why, and How?)

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 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.

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 ELA from -63 to -48.

- Outcomes will be monitored by Administrators, Academic Coach, Teacher on Special Assignment, and Instructional Leadership Team.

IABs/FIABs will be consistently administered, monitored, and analyzed to inform instructional decision-making.

Outcomes monitored by teachers, grade level PLCs, and admin.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

High Quality Math Instruction

Action Details

College & Career Readiness

Calwa Elementary will strengthen math outcomes through high-quality instruction, targeted interventions, and data-driven PLCs, ensuring students develop fluency, word problem-solving skills, and conceptual understanding.

Goal:
By June 2027, Calwa Elementary will decrease the distance from standard in math from -66 to -51 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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 – Universal Instruction (Quality First Teaching)

- Provide standards-based math instruction with clear learning intentions, student goal setting, checks for understanding, and use of formative assessments.
- Continue implementation of Classroom Foundations and PLC+ Foundations to support consistent high-quality instruction.
- Continued implementation of Math Lesson Design for grades 3–6 and provide access to SWUN Mathematics resources.
- Continued professional learning to strengthen PLC+ structures with an emphasis on Collective Efficacy Cycles.
- Maintain Teacher Clarity as a focus for the instructional leadership team and PLCs.
- Continued focus on Problem Solving/Thinking Tasks by engaging students in rigorous problem solving tasks (Claim 2, 3, or 4).
- Academic Coach will support PLCs and teachers through co-teaching, model lessons, and coaching cycles.
- Use Claims, Targets, and Item Specifications in PLC planning and lesson delivery to ensure alignment with rigor.
- Continue to administer IAB/FIAB assessments in grades 3–6 and analyze results to guide instructional decisions.
- Provide substitutes as needed to support SST, 504, and IEP meetings, peer observations, professional learning, and PLC planning.
- Provide additional PLC planning time for vertical articulation and program alignment through supplemental contracts.
- Fund staff attendance at conferences aligned with school focus areas to support professional growth and best practices in mathematics instruction.

Tier 2 – Targeted Supplemental Supports

- Provide after-school tutoring based on student-specific needs identified through assessment data.
- Support parent engagement through Community Schools Coordinator, Tier II Intervention Specialist, and Home School Liaison to communicate student needs and suggest strategies to support learning at home (Parent Math Nights).

Tier 3 – Intensive Intervention

- Refer students with significant math needs to the Student Success Team to determine Tier 3 intervention supports.
- MTSS Teams will address academic and social-emotional needs related to student learning, with SSTs 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.

- Provide daily designated ELD instruction by certificated teachers to ensure ELs, including long-term ELs and dually identified students with IEPs, access core math learning.
- Contract six Inter-Act Fellows to provide small-group and after-school support, including response to intervention, newcomer support, and ELD practice, with two Fellows working directly in kindergarten classrooms.
- Provide professional learning for teachers on designated and integrated ELD strategies.
- Use scaffolds with gradual release to support comprehension and student independence.
- Provide multiple opportunities for peer-to-peer interaction and collaborative talk throughout the instructional day.
- Teach students about English Learner assessments and support goal setting based on redesignation criteria.
- Incorporate manipulatives, visual models, and primary language support as appropriate in dual immersion settings.
- HSL staff will communicate with parents regarding student academic progress, redesignation, and concerns.
- Use ELPAC assessors to support student access and success during assessment administration, including one-to-one and small-group assessments to ensure accurate measurement of English proficiency.

Student Groups

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

English Learner (EL):

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?

English Learner (EL):

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?

- **English Learner (EL):**
 - Continued refinement and implementation of problem solving and conceptual understanding of concepts.
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Bilingual Principal will consistently communicate in both English and Spanish.
- Translation services for parents of English Learners.
- Quarterly Principal Coffee Hours.
- Weekly school newsletter that can be converted to all languages using Smore and ParentSquare.

Professional Learning

Describe Professional Learning related to this action.

- Professional Learning Opportunities for paraprofessionals, Inter-Act Fellows, and After School Program Tutors around problem solving and conceptual understanding in mathematics.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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

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.

- 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.

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.

- There will be a decrease in the distance from meeting standards in Math from -66 to -51.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

G1 - Academic Growth and Achievement

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** **Budget lines for personnel include salaries and related benefits	2,194.00
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**	2,549.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	1,000.00
G1A1	Title 1 Basic	Other Instructional Resources	Othr Crt-Reg	Coach, Literacy	0.3395	Literacy Coach to be funded by 2 different budgets: 0.3395 FTE - 3010, 0.6605 FTE Lit Grant 6211 AUG - RU elimination 2/5/26 .24 FTE **Budget lines for personnel include salaries and related benefits	60,955.00
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. **Budget lines for personnel include salaries and related benefits	4,775.00
G1A1	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** **Budget lines for personnel include salaries and related benefits	4,908.00
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.	120,963.00
G1A1	Sup & Conc	Instruction	Travel			Professional learning for teachers/administrators for Clarity Conference, English Language Learner Conferences, or other conferences to support/improve instruction.	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Printer Leases from RICOH	22,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	1,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Certificates for student incentives, academic recognition, grade level instructional tools. Graphics Dept closing, moved from object 5725 to 5899.	1,500.00
G1A1	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. **Budget lines for personnel include salaries and related benefits	39,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Support ELPAC Assessment for ELD students **Budget lines for personnel include salaries and related benefits	2,454.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC assessment support **Budget lines for personnel include salaries and related benefits	6,059.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		15,207.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Supplemental contracts for ELPAC assessment support **Budget lines for personnel include salaries and related benefits	6,501.00
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.	200.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			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
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		16,025.00

\$357,508.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Fostering a Positive School Culture

Action Details

Community Engagement

Calwa Elementary will foster a positive and supportive school culture by implementing targeted strategies to reduce suspensions and promote student engagement. Initiatives will focus on proactive student supports and data-driven interventions to ensure a safe and inclusive learning environment.

Goal:
By June 2027, Calwa Elementary will continue to decrease the suspension rate. The suspension rate will decrease from 1.5% to 1.0%.

Direct Instructional Services

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 – Universal Supports (All Students)

- Strengthen and consistently implement all schoolwide and classroom-based Tier 1 structures.
- All staff foster positive relationships with students and increase teacher and staff credibility.
- Approach students with kindness and correct misbehavior calmly, separating behavior from the student.
- Positively reinforce behavior through Eagle Tickets, which students can use at the Calwa Eagle Store quarterly.
- Recognize students monthly who exemplify the Guidelines for Success through "Eagle of the Month."
- Hold quarterly student connection rallies to reinforce growth mindset and motivation, partnering with The Mirror Project.
- All students participate in weekly Class Meetings, Morning Meetings, and 2nd Step lessons to build social-emotional connections.
- The Climate and Culture Team ensures consistency and effectiveness of all Tier 1 structures.
- Allocate funds to support incentives, the Eagles Nest, and social-emotional supports for teachers.

Tier 2 – Targeted Supports (Small Groups/Identified Students)

- Tier II Intervention Specialists work with students who need additional social-emotional support.
- Eagle's Nest provides small-group interventions and purposeful activities addressing behavioral and social-emotional needs.
- Bi-monthly TST meetings to monitor progress of students receiving Tier 2 supports and evaluate intervention effectiveness.

Tier 3 – Intensive Supports (Individualized Intervention)

- School Psychologist provides Tier 3 support for students whose behavior significantly impacts learning.
- Eagle’s Nest provides individualized interventions for students with intensive behavioral or social-emotional needs.
- School Psychologist monitors progress and adjusts support for students requiring ongoing intervention.

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.

- HSL, Tier II Intervention Specialist, and Principal will communicate with students and their families as needed in their primary language.

Student Groups

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

• **English Learner (EL):**

- 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 learn about Social Emotional Supports.

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

English Learner (EL):

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?

• **English Learner (EL):**

HSL, Tier II Intervention Specialist, and Principal will communicate with students and their families as needed in their primary language.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Bilingual principal will continue to communicate in both English and Spanish at all school events for parents.
- Quarterly Principal Coffee Hour sessions will be held to provide an opportunity for parents to learn about Social Emotional Supports.

Professional Learning

Describe Professional Learning related to this action.

Continued professional development around the importance of strong tier 1 classroom structures, consistency, and fostering positive relationships with students.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance

Action Details

College & Career Readiness

Calwa Elementary will foster a positive and supportive school culture by implementing targeted strategies to improve student attendance. Initiatives will focus on proactive supports, early intervention, and data-driven monitoring to strengthen student connection to school.

Goal:
By June 2027, the chronic absenteeism rate will decrease from 27.52% to 22.52%.

Direct Instructional Services

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 – Universal Supports (All Students)

- Strengthen schoolwide procedures for taking attendance consistently.
- Principal greets parents and students daily in a visible location.
- Promote Attendance Awareness in September and throughout the year.
- Share attendance goals, procedures, and outcomes through the school newsletter ("Eagle Express") and social media.
- Establish grade-level and class recognition systems to promote improvement in attendance rates.
- Staff consistently implement tardy/late protocols and provide incentives for positive attendance.
- Climate and Culture Team prioritizes attendance when creating agendas and goals.
- Climate and Culture Team analyzes attendance data, survey results, and trends to support proactive schoolwide attendance practices.
- Coordinate family educational programs and presentations during Principal Coffee Hour to promote partnerships and awareness.

Tier 2 – Targeted Supports (Small Groups/Identified Students)

- Monthly TST meetings focus on improving attendance for students identified by need.
- School-wide incentives for students needing improvements with direct connection with Tier II specialist "March Attendance Madness."
- Tier II Specialist, Home School Liaison, Community Schools Coordinator, and administration form an attendance committee to support students and families needing intervention.
- Administration makes phone calls to families of students absent 10% of school days or who have received a second truancy letter.

- Home School Liaison makes phone calls and conducts home visits when families are unreachable to discuss reasons for absences.
- Administration, Home School Liaison, Tier II Specialist, Community Schools Coordinator, and TST collaborate to support families approaching chronic absenteeism.

Tier 3 – Intensive Supports (Individualized Intervention)

- Conduct SST meetings to develop individualized plans of support, including possible referral to Regional CWS, School Psychologist, and/or Community Schools Coordinator.
- Administration reviews attendance and suspension data during TST meetings to monitor students requiring intensive support.
- Provide targeted interventions for chronically absent students and families, adjusting supports as needed.

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.

HSL, Tier II Intervention Specialist, Community Schools Coordinator, and Principal will communicate with students and their families in their primary language.

Student Groups

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

English Learner (EL):

- We plan to use Title 1 funds to support English Learners by getting parents more involved in school functions.
- Quarterly Principal Coffee Hour sessions will be held to provide opportunity for parents to learn and become more aware of why attendance is so important.

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

English Learner (EL):

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

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

English Learner (EL):

HSL, Tier II Intervention Specialist, and Principal will communicate with students and their families as needed in their primary language.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Bilingual Principal will continue to communicate in both English and Spanish at all school events for parents.
- Quarterly Principal Coffee Hour sessions will be held to provide an opportunity for parents to learn about Social Emotional Supports.

Professional Learning

Describe Professional Learning related to this action.

Continued professional development around the importance of strong tier 1 classroom structures, connection to the classroom and the school.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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 weekly attendance and suspension reports provided by DPI.
- TST Meetings will be held to monitor progress.

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 weekly attendance and suspension reports provided by DPI.
- TST Meetings will be held to monitor progress.

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 weekly attendance and suspension reports provided by DPI.
- TST Meetings will be held to monitor progress.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28-Music and Dance Education

Action Details

College & Career Readiness

Calwa Elementary will continue to strengthen music and arts education, using the Dance program as a catalyst for whole-child development, promoting academic growth, creativity, and social-emotional learning.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

- Provide students with regular weekly instruction from a dedicated dance teacher to develop skills in movement, rhythm, and performance.
- Continue Folklorico as an after-school program, giving all students the opportunity to engage in cultural dance and build confidence and teamwork.
- Continue Hip Hop as an additional after-school dance opportunity, allowing students to explore creative movement and self-expression.
- Offer performances, showcases, and assemblies to allow students to share their learning and celebrate their achievements with peers, families, and the community.
- Integrate movement and performance into classroom learning to reinforce academic concepts, critical thinking, and engagement.
- Provide professional learning and coaching for music and dance instructors to ensure high-quality instruction aligned with academic and social-emotional goals.
- Allocate funds to support music and dance materials, costumes, instruments, and other resources.
- Encourage cross-curricular projects that connect music and dance to literacy, math, and other academic content.
- Involve families and the community in performances and events to build engagement and support for the arts program.

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.

- Provide bilingual support and instruction as needed.
- Use visual models and demonstrations to support understanding.
- Offer targeted guidance in after-school programs like Folklorico and Hip Hop.
- Connect cultural dance programs to students' home cultures and language.

Student Groups

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

English Learner (EL):

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?

English Learner (EL):

Supplemental contracts will be available for staff to lead after school clubs that will expose students to music and dance.

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

English Learner (EL):

HSL, Tier II Intervention Specialist, and Principal will communicate with students and their families as needed in their primary language.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Involve families and the community in performances and events to build engagement and support for the arts program.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning and coaching for music and dance instructors to ensure high-quality instruction aligned with academic and social-emotional goals.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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, Student and Family Climate and Culture survey results.

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, Student and Family Climate and Culture survey results.

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, Student and Family Climate and Culture survey results.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Strengthening Family Engagement

Action Details

Community Engagement

Calwa Elementary will strengthen family-school partnerships by providing meaningful opportunities for families to engage in their students' learning through culturally relevant events held during and after school. Activities will address academic growth, social-emotional learning, connections to the school and the specific needs of our students.

Goal:
By June 2027, 100% of families will respond favorably in the family engagement domain of the Family Climate and Culture Survey.

Direct Instructional Services

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

- Calwa Elementary will communicate and encourage families to attend school events such as Back to School Night, Open House, Family Dance Night, Family Movie Night, and other culturally relevant activities.
- Students and families will be invited to events including Dia de Los Muertos, Eagle of the Month, Family Literacy Night, and End of Year Promotion Ceremonies.
- Calwa Elementary will continue to create additional opportunities for families to engage on campus and build strong home-school partnerships.
- The Home School Liaison will keep parents informed through multiple modes of communication, including Parent Square, social media, posters, marquee, Peachjar, and hard copies.
- Parent meeting supplies will support ELAC, SST, Principal Coffee Hour, and SSC meetings to build positive connections and keep parents informed about student progress.
- All staff will focus on building relationships with students and their families to foster trust and engagement.
- The school will continue to distribute a digital weekly newsletter "Eagle Express," translated as needed, with information for families to engage in student learning.
- Funds will be allocated to support parent and student participation in school events and activities.
- Principal Coffee Hour will be held quarterly to inform parents and provide opportunities for direct communication with administration.
- The Community Schools Coordinator will recruit staff, parents, and community members to participate in the Community Schools Committee to partner with agencies offering integrated services for students and families.
- Supplemental contracts will support staff communication with families, curriculum distribution, and coordination of student/family events.
- Purchase orders for outside vendors will be used to enhance family participation and engagement.
- Parents will be invited to all Eagle of the Month and quarterly assemblies recognizing student 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.

- Hold ELAC meetings to engage English Learner families in school decision-making and provide opportunities for input.
- The Home School Liaison will support parents and families by providing translators, interpreting services, outreach, and home visits as needed.
- Provide bilingual resources to ensure families can access school communications and learning materials in their home language.
- Offer English Learner parent training on the ELD Proficiency Level Continuum, ELPAC, redesignation procedures, 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?

English Learner (EL):

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?

English Learner (EL):

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?

English Learner (EL):

HSL, Tier II Intervention Specialist, and Principal will communicate with students and their families as needed in their primary language.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Bilingual principal will continue to communicate in both English and Spanish at all school events for parents.
- Quarterly Principal Coffee Hour sessions will be held to provide an opportunity for parents to learn about Social Emotional and Attendance Supports.

Professional Learning

Describe Professional Learning related to this action.

Continued professional development for teachers and classified staff around stronger connections with students and their families.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0075 Calwa Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent involvement, babysitting for parent meetings, ELAC, SSC, Parent Coffee Hour, and other parent opportunities **Budget lines for personnel include salaries and related benefits	5,200.00
G3A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental Contracts to support translating for Parent/Teacher conferences **Budget lines for personnel include salaries and related benefits	3,250.00

\$8,450.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0075 Calwa Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0075	1110	1000	1160	Teacher-Supp					G1A1	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** **Budget lines for personnel include salaries and related benefits	2,194.00
060	3010	0075	1110	1000	4300	Mat & Supp					G1A1	Basic materials and supplies in support of student learning and professional development and building of culture and climate for students. **No incentives or food**	2,549.00
060	3010	0075	1110	1000	4400	Nc-Equipment					G1A1	Technology Support for learning: Teacher laptops, student laptops, and any other technology needed to enhance instruction.	1,000.00
060	3010	0075	1110	2490	1910	Othr Crt-Reg	Coach, Literacy	T003	Moua, Maykou	0.3395	G1A1	Literacy Coach to be funded by 2 different budgets: 0.3395 FTE - 3010, 0.6605 FTE Lit Grant 6211 AUG - RU elimination 2/5/26 .24 FTE **Budget lines for personnel include salaries and related benefits	60,955.00
060	3010	0075	1110	2495	2960	Oth Cis-Supp					G3A2	Parent involvement, babysitting for parent meetings, ELAC, SSC, Parent Coffee Hour, and other parent opportunities **Budget lines for personnel include salaries and related benefits	5,200.00
030	7090	0075	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for professional learning, building teacher capacity, iep's, SST's, and other parent meetings to support academic/social emotional needs of students. **Budget lines for personnel include salaries and related benefits	4,775.00
030	7090	0075	1110	1000	1160	Teacher-Supp					G1A1	ILT & PLC Planning, tutoring after school, supporting staff instructionally, administering assessments, parent workshops, planning professional learning, and working directly with students. **No IEPs** **Budget lines for personnel include salaries and related benefits	4,908.00
030	7090	0075	1110	1000	4300	Mat & Supp					G1A1	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.	120,963.00
030	7090	0075	1110	1000	5221	Travel					G1A1	Professional learning for teachers/administrators for Clarity Conference, English Language Learner Conferences, or other conferences to support/improve instruction.	5,000.00
030	7090	0075	1110	1000	5631	Off Eq Lease					G1A1	Copier/Printer Leases from RICOH	22,000.00
030	7090	0075	1110	1000	5723	Direct-Maint					G1A1	Tech Maintenance	1,000.00
030	7090	0075	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Certificates for student incentives, academic recognition, grade level instructional tools. Graphics Dept closing, moved from object 5725 to 5899.	1,500.00
030	7090	0075	1110	2420	2260	Cls Sup-Sup					G1A1	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. **Budget lines for personnel include salaries and related benefits	39,000.00
030	7090	0075	4760	1000	1160	Teacher-Supp					G1A1	Support ELPAC Assessment for ELD students **Budget lines for personnel include salaries and related benefits	2,454.00
030	7090	0075	4760	1000	1160	Teacher-Supp							

030	7091	0075	4760	1000	1160	Teacher-Supp				G1A1	Supplemental contracts for ELPAC assessment support **Budget lines for personnel include salaries and related benefits	6,059.00
030	7091	0075	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	Huidor Lopez, Yolanda	0.3750	G1A2	16,025.00
030	7091	0075	4760	1000	2110	Ins Aide-Reg	Paraprof, Bilingual Spanish	W030	(New/Open Position)	0.3750	G1A1	15,207.00
030	7091	0075	4760	1000	2160	Ins Aide-Sup				G1A1	Supplemental contracts for ELPAC assessment support **Budget lines for personnel include salaries and related benefits	6,501.00
030	7091	0075	4760	1000	4300	Mat & Supp				G1A1	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.	200.00
030	7091	0075	4760	1000	5899	Cons Svc/Oth				G1A1	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
030	7091	0075	4760	2495	2960	Oth Cls-Supp				G3A2	Supplemental Contracts to support translating for Parent/Teacher conferences **Budget lines for personnel include salaries and related benefits	3,250.00
												\$365,958.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,898.00
Sup & Conc	7090	\$201,600.00
LCFF: EL	7091	\$92,460.00
Grand Total		\$365,958.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$357,508.00
G3 - Operational Excellence	\$8,450.00
Grand Total	\$365,958.00