

Columbia Elementary

10621666006159

Principal's Name: Kim Hendricks-Brown

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve 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 Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

Columbia School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kimberly Hendricks-Brown	X				
2. Chairperson - Michael Perez		X			
3. Dalia Arenas				X	
4. Elizabeth Nunez				X	
5. Alma Cruz				X	
6. Lianna Mireles			X		
7. Mark Vargas		X			
8. Marivel Castillo		X			
9. Antonia Benitez				X	
10. Valevia Cuadra				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kimberly Hendricks-Brown		3/2/17
SSC Chairperson	Michael Perez		3/2/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Columbia - 0095

ON-SITE ALLOCATION

3010	Title I	\$51,016 *
7090	LCFF Supplemental & Concentration	\$177,836
7091	LCFF for English Learners	\$97,917
TOTAL 2017/18 ON-SITE ALLOCATION		\$326,769

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$958
Remaining Title I funds are at the discretion of the School Site Council	\$50,058
Total Title I Allocation	\$51,016

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	68/68	N/A ³	12.46%	9.38%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	68/68	N/A ³	6.96%	6.47%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	65/66	N/A ³	9.09%	9.09%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	65/68	0.00% ⁴	64.86%	67.96%	55.15%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	26/63	N/A ⁶	22.50%	38.64%	3.95%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	19/63	N/A ⁶	43.75%	62.50%	9.21%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	67/67	N/A ⁷	N/A ⁷	10.62%	22.04%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	61/67	N/A ⁸	N/A ⁸	14.40%	23.06%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	49/68	7.17%	19.92%	13.11%	6.18%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	29/68*	13.74%	25.71%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	30/68	33.20%	41.31%	40.95%	43.62%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	36/68	94.61%	94.87%	94.98%	94.91%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	27/69	19.63%	13.53%	14.31%	13.48%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	43/68	N/A ¹⁰	N/A ¹⁰	42.13%	42.91%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	69/69	10.43%	5.32%	10.60%	0.15%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	61/68	9.82%	27.96%	15.91%	4.70%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	54/68	0.31%	0.30%	0.15%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	50/67	29.29%	32.07%	27.39%	0.30%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	67/68	N/A ¹³	N/A ¹³	60.17%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	68/69	N/A ¹³	N/A ¹³	50.46%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	42/68	N/A ¹³	N/A ¹³	57.33%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	63/68	N/A ¹³	N/A ¹³	65.65%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Columbia Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	10	20	Other - Please specify within action
3169 - 3rd grade students reading at grade level	9	19	
3751 - Students scoring maximum on the Math and ELA	38	68	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	10	30	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The Columbia teaching team will provide good first instruction utilizing the State Standards and the Guaranteed Viable Curriculum (GVC). There will be an *emphasis on language/content, vocabulary, reading comprehension, and writing for grades TK-6, and K-2 classes will also focus on foundational skills which will address early literacy, reading by third grade, letter sounds and Phonemic Awareness. The Instructional Practice Guide (IPG) will focus on Tenet 1 - creating a culture with high expectations, Tenet 2 - challenging content, and Tenet 3 - ownership. Students will use technology throughout the year for intervention, instruction, and assessment. As a designated school, we will continue to devote time to instructional strategies, planning, and evaluating effectiveness. We will refine based on assessment data and student work. Accountable Community (ACs) will develop/create Common Formative Assessments (CFAs) to determine need for instruction, learning level, and intervention. We will also continue the work of building effective Teams using the resource Learning by Doing. Lastly, we will implement a daily schedule which will include daily intervention in reading a comprehensive reading support and intervention program, with an emphasis on students scoring significantly below grade level on the DRP in grades 2-5 in the spring of 2016-17, or the first grade students not meeting BAS and/or fluency benchmarks. The school will implement school wide reading comprehension strategies through the use of resources emphasizing high quality text and tasks. The school will also use interventions to support struggling readers including the use of technology programs included in the new ELA adoption. Designated RtI - embedded in daily schedule - intervention daily (30 minutes ELA). The CTs will be assigned to early learning (1-3) and English Learners. They will focus on providing intervention support for students who are approaching grade level.*

SMART Goals

SMART Goals:

1. By the end of the 2017-18 school year, the number and percentage of students scoring standard met or exceeded will increase by 10% as measured by the 3rd-6th grade ELA Smarter Balanced Assessments.

2. *By the end of the 2017-18 school year, the number and percentage of 3rd grade students reading at grade level will increase by 10% as measured by the 3rd grade Smarter Balanced Assessment.*
3. *By the end of 2017-18 school year, the percentage of kindergarten students on track in ELA will increase by 10% as measured by the KAIG assessment.*
4. *By the end of the 2017-18 school year, the number and percentage of students scoring met or exceeded will increase by 20% as measured by the ELA Common Formative Assessment.*

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Principal, Vice Principal, and TSA will meet weekly to identify next steps in building effective teams
2. Smarter Balanced 2016-17 Target: 20%
3. Interim Assessment 1 Target: 10%
4. Interim Assessment 2 Target: 19%
5. Weekly Monitoring using Common Formative Assessments
6. Analyze data & create small groups for intervention

Owner(s):

Grades 5-6: Principal
Grades 3-4: TSA
Grades 1-2: Vice Principal
Kindergarten: Principal/Vice Principal
CTs: Provide Intervention and Support for Grades 1-3 (Early Literacy)

Timeline:

Continuous Cycle of Improvement - plan, assess, analyze, adjust every 2-weeks.
Data Analysis after each major assessment period including KAIG, DRP, BPST, BAS, CELDT, Interim, and Smarter Balanced.
Groups will be fluid (students enter and leave) based on assessment results

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

- Parent University Modules
- Analysis of data (SSC, ELAC, Coffee Hour, etc.)
- Open House
- Quarterly Awards Assembly
- Family Nights (Reading/Math)
- Back to School Night
- Reading incentives to encourage reading at home
- SST/IEP meeting days
- Data Analysis days
- Walk-through observation days - parents

Describe Related Professional Learning:

- Learning by Doing
- Backward mapping of ELA standards
- Data Analysis by teacher, grade level, and school wide
- Early Learning Professional Learning with coaching support
- Lesson planning with coaching support
- ILT/AC coaching - Learning by Doing
- AC vertical articulation
- AC collaboration
- District professional learning - ELA
- IPG - Tenets 1 & 2
- PL Aligned to Regional Goals

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Certificated Tutors (3)
- GVC - Standards & Wonders materials and resources
- Materials & Supplies to Support Math Instruction
- ELA journals, highlighters, color pencils, online resources and websites
- Tablets & other Technology

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Visual supports
- Tier III - intervention
- AC Team Collaboration
- Bilingual Instructional Aide - Newcomer/ELD support
- Home/School Liaison

Columbia Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.0625		Certificated Tutor	\$ 5,685.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3750		Certificated Tutor	\$ 38,526.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375		Certificated Tutor	\$ 30,246.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.3750		Certificated Tutor	\$ 34,109.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.0625		Certificated Tutor	\$ 6,420.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub request for SST Meetings/IEP Meetings	\$ 1,280.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub request for Teacher Data/Intervention Meeings	\$ 2,439.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts	\$ 2,013.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology/Equipment	\$ 12,587.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Lease Copier	\$ 2,000.00
1	1	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT/ELPAC Assessors charges by REA	\$ 3,500.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies - no food/no incentive/no certificate	\$ 12,288.00
1	1	Title 1 Basic	Other Pupil Services	Local Mileage			ENP Coordinator of Volunteers	Vista Volunteer Program	\$ 600.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				Corrective Reading	\$ 1,000.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				DIEBELS (database)	\$ 350.00
								Total	\$ 153,043.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	7	17	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	14	30	
3752 - Students scoring maximum on the KAIG in Math	62	67	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The Columbia teaching team will provide good first instruction utilizing the State Standards and the Guaranteed Viable Curriculum (GVC). Teachers will implement and provide instruction through opportunities related to mathematical understanding and procedural skills. There will be a focus on the eight mathematical practices in order to support students in making connections to mathematical content. Teachers will develop common assignments and assessments that require students to demonstrate a conceptual understanding, procedural skill and fluency, and application of mathematics concepts. The school will create an action plan for students who haven't mastered the previous grade level standards/skills. The Instructional Practice Guide (IPG) will focus on Tenet 1 - creating a culture with high expectations, Tenet 2 - challenging content, and Tenet 3 - ownership. Students will use technology throughout the year for intervention, instruction, and assessment. As a designated school, we will continue to devote time to instructional strategies, planning, and evaluating the effectiveness. We will refine based on assessment data and student work. We will also continue the work of building effective Teams using the resource Learning by Doing. Lastly, we will implement a daily schedule which will include daily intervention in math using a comprehensive math support and intervention program. The school will also use interventions to support students struggling in math including the use of technology programs included in the Go Math adoption. Designated RtI - embedded in daily schedule - intervention daily (30 minutes Math).

SMART Goals

SMART Goals:

1. By the end of the 2017-18 school year, the number and percentage of students scoring standard met or exceeded will increase by 10% as measured by the 3rd-6th grade Mathematics Smarter Balanced Assessments.
2. By the end of 2017-18 school year, the percentage of kindergarten students on track in Math will increase by 10% as measured by the KAIG assessment
3. By the end of the 2017-18 school year, the number and percentage of students scoring met or exceeded will increase by 20% as measured by the Math Common Formative Assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Principal, Vice Principal, and TSA will meet weekly to identify next steps in building effective teams.
2. Smarter Balanced 2016-17 Target: 17%
3. Interim Assessment 1 Target: 20%
4. Interim Assessment 2 Target: 30%
5. KAIG Target: 67%
6. Weekly Monitoring using Common Formative Assessments.

Owner(s):

Grades 5-6: Principal
 Grades 3-4: TSA
 Grades 1-2: Vice Principal
 Kindergarten: Principal/Vice Principal

Timeline:

Continuous Cycle of Improvement - plan, assess, analyze, adjust every 2-weeks.
 Data Analysis after each major assessment period including KAIG, CELDT, Interim, and Smarter Balanced
 IPG - Tenets 1 & 2
 PL Aligned to Regional Goals

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

- Parent University Modules
- Analysis of data (SSC, ELAC, Coffee Hour, etc.)
- Open House
- Quarterly Awards Assembly
- Family Nights (Math)
- Back to School Night
- Math incentives to encourage math at home
- SST/IEP meeting days
- Data Analysis days
- Walk-through observation days - parents

Describe Related Professional Learning:

- Backward mapping of Math Standards
- Data Analysis by teacher, grade level, and school wide
- Early Learning Professional Learning with coaching support
- Lesson planning with coaching support
- ILT/AC coaching - Learning by Doing
- AC vertical articulation
- AC collaboration
- District professional learning - Math

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- GVC - Standards & Go Math materials and resources
- Materials & Supplies for Math Instruction
- Math journals, highlighters, color pencils, online resources and websites
- Tablets
- On-line Software

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- CFAs - developed and administered
- Visual supports
- Tier III - intervention
- AC Team Collaboration
- Bilingual Instructional Aide - Newcomer/ELD support
- Home/School Liaison

Columbia Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies	\$ 544.00
2	1	Title 1 Basic	Instruction	Direct-Maintenance (Dr)				Maintenance/Repair	\$ 2,500.00
Total									\$ 3,044.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	13	18	
2358 - EL's not advancing at least one proficiency level in Re-designation	40	45	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The Columbia teaching team will implement a comprehensive, balanced language acquisition program that will increase productive talk designated and integrated ELD instruction daily including targeted planning for ELD standards. Long Term EL (LTEL) needs will be addressed. A CELDT review will be conducted at the beginning of the school year, prior to the administering of the CELDT assessment by CELDT assessors. Students who are redesignated will receive incentives. The BIA will focus on "newcomers" (students new to the United States) and Long Term English Learners (LTELs). They will provide small group instruction daily.

SMART Goals

SMART Goals:

- By the end of the 2017-18 school year, the English Learner student resignation rate will increase by 5% as measured by the SQII Index.
- By the end of the 2017-18 school year, the number and percentage of English Learner students advancing at least one proficiency level on the current CELDT will increase by 5% as measured by the CELDT.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- EL Progress Monitoring
- Review and Share EL Data

Owner(s):

- Teachers
- Admin Team

Timeline:

- Quarterly

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

- Parent University Modules
- Analysis of data (SSC, ELAC, Coffee Hour, etc.)
- Open House
- Quarterly Awards Assembly
- Family Nights (ELA/Math)
- Back to School Night
- Incentives to encourage redesignation

Describe Related Professional Learning:

- Backward mapping of ELD Standards
- Data Analysis by teacher, grade level, and school wide
- Lesson planning with coaching support
- ILT/AC coaching - Learning by Doing
- AC vertical articulation
- AC collaboration
- District professional learning - ELD

- Data Analysis days
- Walk-through observation days - parents

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Bilingual Instructional Aide (BIA)
- Materials & Supplies to Support EL Instruction
- Substitutes for Planning/Training/Observation
- ELD resources embedded in Wonders
- GVC - Standards & Wonders/Go Math materials and resources
- Journals, highlighters, color pencils, online resources and websites
- Tablets
- On-line Software
- Babysitting
- Snacks

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Resignation Rate Data
- Visual supports
- Tier III - intervention Reports/Data
- AC Team Collaboration Agenda
- Bilingual Instructional Aide - Newcomer/ELD support
- Home/School Liaison
- FUSD EL goal setting forms
- CFAs - CELDT skills

Columbia Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750		BIA	\$	10,735.00
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts	\$	1,894.00
3	1	Title 1 Basic	Instruction	Books & Other Reference				A-Z Learning	\$	5,500.00
Total									\$	18,129.00

Action # 4

Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95	96	
5942 - Chronic absenteeism rate	14	12	
843 - Out of school suspension rate	16	11	
2080 - Students engaged in a goal 2 activity	27	47	
7132 - Elementary students self-management survey results for questions 1-9	60	65	

New-Action

On-going

Reasoning:

Strong Evidence

Moderate Evidence

Promising Evidence

Detail the Action

The Columbia team (Principal, Vice Principal, Restorative Practices Counselor, TSA, and the mental health and mentor), will embed Social Emotional Learning (SEL) throughout the day for all students in need. The team will meet each Monday to identify at-risk students, discuss discipline and or academic data, and plan for the week. The team may identify students based on referral and observation. The Culture & Climate Team will meet bi-weekly. The team will identify what is working, what is not working, and next steps. Additionally, the team will implement Restorative Practices professional learning.

Students will be taught Self-Management and Self-Awareness strategies, coping skills, and communication skills with the intent to improve self-efficacy (belief system) and belonging to increase student engagement in order to promote a strong "identity" which improves academic outcomes.

An attendance team will be created. The Team will consist of the Principal, Vice Principal, CWA specialist, HSL, mentors, counselors, and one NTA. team will share chronic absenteeism data and identify the students to target for the week. Students will check in with team member daily and they (the student) will chart his/her attendance. A member of the team will make home visits as needed. Students who attend school each day will be rewarded on Friday.

SMART Goals

SMART Goals:

1. By the end of the 2017-18 school year, the attendance rate will increase by 1% as measured by the SQII Index.
2. By the end of the 2017-18 school year, the chronic absenteeism rate will decrease by 2% as measured by the SQII Index.
3. By the end of the 2017-18 school year, the out of school suspension rate will decrease by 5% as measured by the SQII Index.
4. By the end of the 2017-18 school year, students engaged in goal 2 will increase by 20% as measured by the SQII Index.
5. By the end of the 2017-18 school year, students' self efficacy will increase by 5% as measured by the Student Survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Weekly Meetings with the Social Emotional Team
2. Bi-monthly School Culture & Climate Team Meetings
3. Implementation of Classroom Structures
4. Weekly Attendance "huddles"
5. Daily Attendance Checks

Owner(s):

1. Principal/Vice Principal
2. School Culture & Climate Team - VP
3. Principal/Vice Principal
4. Attendance Team

Timeline:

1. Weekly
2. Twice per month
3. Daily Classroom
4. Daily, Weekly

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

- Parent University Modules
- Analysis of data (SSC, ELAC, Coffee Hour, etc.)
- Open House
- Quarterly Awards Assembly
- Family Nights (ELA/Math)
- Back to School Night
- Incentives to encourage redesignation
- Data Analysis days
- Walk-through observation days - parents
- Support for foster and homeless youth, including enrollment, placement, and access to support services

Describe Related Professional Learning:

- Skillful Teacher (feedback to students)
- EQ (Emotional Intelligence) Training for Teachers
- Data Analysis by teacher, grade level, and school wide
- 2nd Step
- Class Meetings
- Restorative Practices
- AC coaching - Learning by Doing
- AC vertical articulation
- AC collaboration
- Boys-to-Men & Girl Power Training - DPI
- District professional learning - Culture & Climate

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- On Site Counselor
- Resource Counseling Assistant (RCA)
- HSL - 6 hr. position
- Teacher Supplemental Contracts for Goal 2
- Classified Supplemental Contracts to support classroom & outside activities and transitions
- TSA to support classroom and SEL learning
- Technology to increase SEL learning and improve school climate & culture
- Babysitting, translating materials for meetings
- Rewards for incentives
- Awards for growth

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison to support EL students and families through translations, outreach, and home visits
- SQII Data
- CYS & CWA
- Daily attendance checks
- Counseling Services

Columbia Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.5000			\$ 27,563.00
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.2500			\$ 13,780.00
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School	0.4375		Karen Rivas #1038217	\$ 28,592.00
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School	0.3125		Karen Rivas #1038217	\$ 20,422.00
4	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Interpreters/classified for school events/SSC/ELAC/Parent Conferences/Mtgs/Coffee Hour	\$ 3,073.00
4	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translating for Parent Involment	\$ 386.00
4	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting for Parent Involment	\$ 192.00
4	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Meeting - Snacks/Supplies	\$ 984.00
4	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			On-Site Counseling/FPU	On-Site Counseling	\$ 43,686.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Fee Charges for On-Site Counseling	\$ 994.00
4	2	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	\$ 3,000.00
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent/Staff Handbook (Kinko)	\$ 800.00
4	2	Title 1 Basic	Guidance & Counseling Services	Sub-agreements for Services			On-Site Counseling/FPU	On-Site Counseling	\$ 5,000.00
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement - no food/no incentive/no award	\$ 1,081.00
4	2	LCFF: EL	Instruction	Materials & Supplies				Incentives/Materials & Supplies for EL Students	\$ 3,000.00
Total									\$ 152,553.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0095 Columbia Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Sub request for SST Meetings/IEP Meetings	1,280.00
1	1	Title 1 Basic	Instruction	Teacher-Subs			Sub request for Teacher Data/Intervention Meeings	2,439.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts	2,013.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Corrective Reading	1,000.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: DIEBELS (database)	350.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies - no food/no incentive/no certificate	12,288.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology/Equipment	12,587.00
1	1	Title 1 Basic	Other Pupil Services	Local Mileag			ENP Coordinator of Volunteers : Vista Volunteer Program	600.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	Certificated Tutor	38,526.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	Certificated Tutor	30,246.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.063	Certificated Tutor	5,685.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Lease Copier	2,000.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.063	Certificated Tutor	6,420.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.375	Certificated Tutor	34,109.00
1	1	LCFF: EL	Instruction	Direct-Other			CELDT/ELPAC Assessors charges by REA	3,500.00
2	1	Title 1 Basic	Instruction	Direct-Maint			Maintenance/Repair	2,500.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	544.00
3	1	Title 1 Basic	Instruction	Bks & Ref			: A-Z Learning	5,500.00
3	1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts	1,894.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	BIA	10,735.00
4	2	Title 1 Basic	Instruction	Direct-Graph			Graphics	3,000.00
4	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating for Parent Involvment	386.00
4	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Involvment	192.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent/Staff Handbook (Kinko)	800.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - no food/no incentive/no award	1,081.00
4	2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling	5,000.00
4	2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-Site Counseling	43,686.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Fee Charges for On-Site Counseling	994.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.438	Karen Rivas #1038217	28,592.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.500		27,563.00
4	2	LCFF: EL	Instruction	Mat & Supp			: Incentives/Materials & Supplies for EL Students	3,000.00
4	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters/classified for school events/SSC/ELAC/Parent Conferences/Mtgs/Coffee Hour	3,073.00
4	2	LCFF: EL	Parent Participation	Mat & Supp			Parent Meeting - Snacks/Supplies	984.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg		0.250		10,735.00

4	7	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.250	13,780.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.313 Karen Rivas #1038217	20,422.00
							\$326,769.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$51,016.00
Sup & Conc	7090	\$177,836.00
LCFF: EL	7091	\$97,917.00
Grand Total		\$326,769.00

Domain Totals	Budget Totals
Academic	\$174,216.00
SEL / Culture & Climate	\$152,553.00
Grand Total	\$326,769.00