

Columbia Elementary

106216660061591

Principal's Name: Kim Hendricks-Brown

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>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.</p>	
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>

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. Secretary – Mark Vargas		X			
4. Elizabeth Nunez				X	
5. Dalia Mondragon				X	
6. Kameka McLean				X	
7. Marivel Castillo		X			
8. Karen Rivas			X		
9. Santos Flores (no show – unable to attend meetings - has a job)				X	
10. Valeric Cuadra (only showed up for 1 st meeting)				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		3/21/18
SSC Chairperson	Michael Perez		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Columbia - 0095

ON-SITE ALLOCATION

3010	Title I	\$50,745 *
7090	LCFF Supplemental & Concentration	\$198,541
7091	LCFF for English Learners	\$88,011
TOTAL 2018/19 ON-SITE ALLOCATION		\$337,297

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,194
Remaining Title I funds are at the discretion of the School Site Council	\$49,551
Total Title I Allocation	\$50,745

Columbia Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	10.037	17.037
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.368	21.368
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	13.352	20.352

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The key factor for students who met or exceeded the standard in ELA is due to the fact that the students who met the standard are students who were on grade level and learning continued throughout the year.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The key factor for students who met or exceeded the standard in math is due to the fact that the students who met the standard are students who were on grade level and learning continued throughout the year.

EL Reclassification Rate (All grade levels)

The key factor for English Learners who were ready to reclassify is due to early detection. Students were identified by their teacher. The teacher knows and understands the criteria required to reclassify a student.

Some of the key factors that contributed to the performance growth and decrease in the achievement gap are:

Implemented and utilized Core Grade Level Materials: Wonders and Go Math

- Taught English Language Arts and Math California Common Core Standards
- Analyzed data: Interim, DRP, Common Formative, KAIG, BPST, or BAS Assessments
- Utilized Accountable Learning Communities

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The key factors that contributed to the disproportionality for any significant subgroup in ELA are that approximately 89% (according to iReady) of our students are not reading on grade level and many are more than one grade level below.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The key factors that contributed to the disproportionality for any significant subgroup in Math are that approximately 93% (according to iReady) of our students are not performing on grade level and many are more than one grade level below.

Improving our RtI system so that it addresses the needs of students according to:

1. Tier 1- Guaranteed Viable Curriculum - Grade Level Standards and content
2. Tier 2 - Teacher response to Tier 1 instructional outcomes - based on grade level content
3. Tier 3 - Intervention- Addressing learning gaps of 2 or more years (foundational skills)/remediation

EL Reclassification Rate (All grade levels)

The key factor for English Learners who were not ready to reclassify is due to several factors. The students were not identified by their teacher. The majority of the teaching staff do not know or understand the criteria

- Provided Professional Learning
- Utilized the Designated Day Calendar - additional 80 hours

that are required to reclassify a student.

Some of the key factors that contributed to the disproportionality for any significant subgroup, i.e. English Learner, African American, Special Education, Hispanic, Foster Youth are:

- Lack of prerequisite skills
- Lack of early reading and math skills
- Attendance

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<p>Our 2017-18 SPSA Goal in ELA and Math is to increase by 10%.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> • Continue to fund Mentors and On-Site Counselor to support SEL • Hire additional TSA to support intervention • Improve parent/school communication at classroom to parent level. <p>Feedback:</p> <p>Provide After School intervention</p> <p>Technology Support</p> <p>During School Intervention</p> <p>Social Emotional help for students</p>	<p>Our 2017-18 SPSA Goal in ELA and Math is to increase by 10%.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> • Continue to fund Mentors and On-Site Counselor to support SEL • Hire additional TSA to support intervention • Improve parent/school communication at classroom to parent level. <p>Feedback:</p> <p>After School Support</p> <p>Homework Help</p> <p>Help Parents along with students</p> <p>Social Emotional Support</p>	<p>Budget Priorities:</p> <ul style="list-style-type: none"> • Continue to fund Mentors, On-Site Counselor for SEL support • Hire additional TSA to support intervention <p>Feedback</p> <p>Intervention</p> <p>Technology</p> <p>Social Emotional Support for students</p> <p>Discipline Class - provide FTA</p>

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

The funds last year were mainly dedicated to three areas: intervention, technology, and SEL. The intervention determined to meet the need was hiring Certificated Tutors (CTs), however, there were very few in the "hiring pool." Therefore, the majority of the funds were not used for the intended purposes. Therefore, the majority of the funds were not used for the intended purpose, however, the funds that were utilized for an on-site counselor and mentors which have been positive additions. The funds allowed the counselor and mentors to support targeted students. The mentors (Hand in Hand) pushed-in to the classroom and supported students academically and behaviorally. The mentors also supervised during each of the three recess. They taught life, cooperation, and communication skills either 1:1 or in a small group. We recently developed a tracking form for our mentors and RCA.

Action 1

Title: Academic Achievement in English Language Arts (ELA)

Action Details:

The Columbia teaching team will provide "Best" 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 a 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 DRPin grades 2-5 in the spring of 2016-17, or the first-grade students not meeting BASand/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 Rtl - embedded in the 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.

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

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

1. Build effective grade level AC teams
2. Smarter Balanced 2017-18 Target: 24%
3. Interim Assessment 1 Target: 20%
4. Interim Assessment 2 Target: 29%
5. Bi-weekly Monitoring using Common Formative Assessments
6. Analyze data & create small groups for intervention - every two weeks

Owner(s):

Principal, Vice Principal, and the Instructional Leadership Team (teacher leaders & TSAs) will work together to build effective AC teams

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 receive intervention, improve, move on to next group of students with different needs (student needs are targeted, based on assessment results)

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

The direct instructional services we will provide for students will be a 30-minute daily intervention block for Tier II and Tier III interventions. The TSA will organize the schedule and provide direct support to at-risk students. The GVC- Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials & supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites tablets & other technology will be utilized.

All students will receive Tier I instruction daily. Teachers will utilize iReady instruction for Tier II and Tier III support. Any student with the assessed need according to the diagnostic will receive additional support during the day and after school. The students identified as being in a disproportionate/significant group (SPED, ELs, African American, foster youth, specific grade levels, etc) will be targeted for Tier II and/or III support. iReady and Wonders Tier II support will be utilized for Tier II and III instruction. One TSA will be identified as the intervention lead. He/she will create and monitor the school-wide intervention groups.

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

Specify enhanced services for EL students:

All English Learners will receive designated/integrated ELD instruction daily. The classroom teacher will use the ELD standards and the Wonders program. ELs will receive visual supports and Tier II and III intervention. The ACTeam will collaborate with the intervention TSA, each newcomer will receive ELD support. The Home/School Liaison will communicate with parents to ensure they are aware of the supports and services their child will receive.

Describe Professional Learning related to this action:

The targeted actions for parent involvement will be: provided in partnership with Parent University, we will share the data and actions with (SSC, ELAC, during Coffee Hour, etc.). provide opportunities for parents to come to the school. We will have Open House, Quarterly Awards Assemblies, Family Nights (Reading/Math), and Back to School Night. We will provide reading incentives to encourage reading at home. We will also offer observation days for parents to observe. Child care and translators provided for parent involvement.

Professional learning opportunities will be provided at least once a month. Learning by, and Backward mapping of ELA standards. Data will be analyzed by classroom teacher, grade level, and school-wide. The PK-Kindergarten teachers will receive professional learning modules designed by the Early Learning Department. They will also receive coaching support, e. lesson planning, modeling, etc. The ILT will utilize Learning by Doing, AC vertical articulation, and will collaborate with the region and district professional learning team. The team will use the IPG, specifically focusing on Tenets 1, 2, and 3. Peer observations will be utilized to support teaching and learning. Substitute teachers will be provided for Data Chats, Peer Observations, and other learning. Teachers who choose to support parent nights, provide afterschool intervention, sports, arts, activities, leadership, Climate & Culture, enrichment, and/or clubs will be provided supplemental contracts. The PL will align with the regional goals.

Action 2

Title: Academic Achievement in Math

Action Details:

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. Vista Volunteers: ENP will coordinate volunteers. 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 the daily schedule - intervention daily (30 minutes Math).

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Build effective grade level AC teams
2. Smarter Balanced 2017-18 Target: 23%
3. Interim Assessment 1 Target: 22%
4. Interim Assessment 2 Target: 26%
5. Bi-weekly Monitoring using Common Formative Assessments
6. Analyze data & create small groups for intervention - every two weeks

Owner(s):

Principal, Vice Principal, and the Instructional Leadership Team (teacher leaders & TSAs) will work together to build effective AC teams

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 receive intervention, improve, move on to next group of students with different needs (student needs are targeted, based on assessment results)

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

The direct instructional services we will provide for students will be a 30-minute daily intervention block for Tier II

Specify enhanced services for EL students:

English Learners will receive visual supports and Tier III - intervention. The ACTeam will collaborate with the Bilingual Instructional Aide, each newcomer will receive ELD support. The Home/School Liaison will communicate

and Tier III interventions. The TSA will organize the schedule and provide direct support to at-risk students. The GVC- Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials & supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites tablets & other technology will be utilized.

All students will receive Tier I instruction daily. Teachers will utilize iReady instruction for Tier II and Tier III support. Any student with the assessed need according to the diagnostic will receive additional support during the day and after school. The students identified as being in a disproportionate/significant group (SPED, ELs, African American, foster youth, specific grade levels, etc) will be targeted for Tier II and/or III support. iReady and Go Math Tier II support will be utilized for Tier II and III instruction. One TSA will be identified as the intervention lead. He/she will create and monitor the school-wide intervention groups.

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

The targeted actions for parent involvement will be: provided in partnership with Parent University, we will share the data and actions with (SSC, ELAC, during Coffee Hour, etc.). provide opportunities for parents to come to the school. We will have Open House, Quarterly Awards Assemblies, Family Nights (Reading/Math), and Back to School Night. We will provide reading incentives to encourage reading at home. We will also offer observation days for parents to observe. Substitutes for classroom teachers will be assigned when needed for SST/IEP meetings. Parents will be invited to Awards Assemblies and incentives will be purchased to support attendance, behavior, and academics, including, but not limited to, materials and supplies as needed. Parents will also be provided translation and babysitting for meetings, parent nights, and training.

with parents to ensure they are aware of the supports and services their child will receive. ELPAC support and/or assessors will be utilized for annual testing.

Describe Professional Learning related to this action:

Professional learning opportunities will be provided at least once a month. Learning by, and Backward mapping of ELA standards. Data will be analyzed by teacher, grade level, and school-wide. The PK-Kindergarten teachers will receive professional learning modules designed by the Early Learning Department. They will also receive coaching support, e. lesson planning, modeling, etc. The ILT will utilize Learning by Doing, AC vertical articulation, and will collaborate with the region and district professional learning team. The team will use the IPG, specifically focusing on Tenets 1, 2, and 3. The PL will align with the regional goals. Supplemental Contracts for teachers provided.

Action 3

Title: Increase the Reclassification Rate of English Learners

Action Details:

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/ELPAC review will be conducted at the beginning of the school year, prior to the administering of the CELDT/ELPAC assessment by CELDT/ELPAC assessors. Students who are redesignated will receive incentives. Small group instruction will be provided to LTELs daily.

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

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

- 1. EL Progress Monitoring
- 2. Review and Share EL Data

Owner(s):

- 1. Teachers
- 2. Admin Team

Timeline:

- 1. Quarterly

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

The direct instructional services we will provide for students will be a 30-minute daily intervention block for Tier II

Specify enhanced services for EL students:

English Learners will receive visual supports and Tier III - intervention. The ACTeam will collaborate with the Bilingual Instructional Aide, each newcomer will receive ELD support. The Home/School Liaison will communicate

and Tier III interventions. The TSA will organize the schedule and provide direct support to at-risk students. The GVC- Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials & supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites tablets & other technology will be utilized.

All students who are designated as English Learners will receive Tier I core instruction. Teachers will use Wonders ELD instruction. Teachers will utilize iReady instruction for Tier II and Tier III. Any student with the assessed need according to the diagnostic will receive additional support during the day and after school. ELs will be targeted for afterschool Tier II and/or III support. iReady instruction and Wonders Tier II support will be utilized daily. One TSA will be identified as the intervention lead. He/she will create and monitor the school-wide intervention groups.

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

The targeted actions for parent involvement will be: provided in partnership with Parent University, we will share the data and actions with (SSC, ELAC, during Coffee Hour, etc.). provide opportunities for parents to come to the school. We will have Open House, Quarterly Awards Assemblies, Family Nights (Reading/Math), and Back to School Night. We will provide reading incentives to encourage reading at home. We will also offer observation days for parents to observe.

with parents to ensure they are aware of the supports and services their child will receive. Teachers will also receive PL from the ELD district team.

Describe Professional Learning related to this action:

Professional learning opportunities will be provided at least once a month. Learning by, Doing and Backward mapping of ELA standards. Data will be analyzed by the teacher, grade level, and school-wide. The PK-Kindergarten teachers will receive professional learning modules designed by the Early Learning Department. They will also receive coaching support, e. lesson planning, modeling, etc. The ILT will utilize Learning by Doing, AC vertical articulation, and will collaborate with the region and district professional learning team. The team will use the IPG, specifically focusing on Tenets 1, 2, and 3. The PL will align with the regional goals.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : RTI - iready license	24,400.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			\$2,000 Technology Repairs: Tablets, laptops, bulbs, etc... \$2,103 Technology Replacements: Tablets	4,103.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Maintenance/Repair (classroom devices only)	1,500.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Involvement	612.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement **NO FOOD NO INCENTIVES**	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST & IEP Days Teacher Release: 9 days x 2 subs= 18x\$151 (1 day per month, 1 sub to cover IEP meeting and 1 sub to cover SST meeting)	3,183.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Peer Observations 32 subs x \$151 (1 sub per grade level x 4 Qtrs)	5,659.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats 25 teachers= 14 subs (Day1:TK&2nd am group, Kinder pm group) (Day2:1st am group, 3rd pm group) (Day3:4th am group, 5th pm group) (Day4 6th am group) 2,114 ea x 3 Qtrs = \$6,342	7,534.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Xerox Paper (4 pallets = \$1200)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: PBIS Award Assemblies with Krazy Karen	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student of the Month Incentives (Pizza & T-Shirts)	985.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: EOY Academic Awards Assemblies (trophies, T-Shirts, medals)	2,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease Copier	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.2500	HSL (Karen Rivas) - Split Funded with 7090 & 7091	17,841.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies Quarter 1 \$6,600 Quarter 2 \$6,600 Quarter 3 \$6,600 Quarter 4 \$1,352	21,152.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating (parent meetings, teacher/parent conferences)	1,835.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.5000	HSL (Karen Rivas) - Split Funded with 7090 & 7091	35,684.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplement Contracts Parent Nights/Instruction - 3 teachers per	1,130.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Teacher-Supp			month @ \$35 hour, 9 months in the school year	1,130.00
G1A2	Title 1 Basic	Other Pupil Services	Local Mileag			Vista Volunteer: ENP Coordinator of Volunteers	600.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies (Order end of year for the beginning of the year)	590.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Additional site TSA to be used for Academic Achievement in ELA.	129,915.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Meeting/Family Night Snacks/Supplies (\$250 monthly)	2,500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00

\$274,723.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	43.526	50.526

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>The key factors that contributed to the performance outcomes for this metric are the number of activities, athletics, and arts offered to students.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>The key factors that contributed to the performance outcomes for this metric are we had more students participate, however, the data was not uploaded in a timely manner.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>Feedback:</p> <ul style="list-style-type: none"> Provide After School intervention Technology Support During School Intervention Social Emotional help for students 	<p>2 ELAC:</p> <p>Feedback:</p> <ul style="list-style-type: none"> After School Support Homework Help Help Parents along with students Social Emotional Support 	<p>3 Staff:</p> <p>Feedback:</p> <ul style="list-style-type: none"> Intervention Technology Social Emotional Support for students Discipline Class - provide FTA
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Action 1

Title: Increase Goal 2 Engagement

Action Details:

The Columbia team (Principal, Vice Principal, Restorative Practices Counselor, TSA, the On-Site Counselor, and mentor team), 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 for all staff. Students will be taught Self-Management and Self-Awareness strategies.

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

Explain the Progress Monitoring and data used for this Action

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

- 1. Weekly meetings with the Social Emotional Team
- 2. Bi-monthly School Culture & Climate Team Meetings
- 3. Implementation of classroom Structures

Owner(s):

Principal/Vice Principal, School Culture & Climate Team, On-Site Counselor, RCA mentors, and the Instructional Leadership Team

Timeline:

- 1. Weekly
- 2. Twice per month
- 3. Daily Classroom

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

The direct instructional services we will provide for students will be a 30-minute daily intervention block for Tier II and Tier III interventions. The TSA will organize the schedule and provide direct support to at-risk students. The GVC- Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials & supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites tablets & other technology will be utilized.

All students will receive Tier I instruction daily. Teachers will utilize iReady instruction for Tier II and Tier III support. Any student with the assessed need according to the diagnostic will receive additional support during the day and after school. The students identified as being in a disproportionate/significant group (SPED, ELs, African American, foster youth, specific grade levels, etc) will be targeted for Tier II and/or III support. iReady and Wonders Tier II support will be utilized for Tier II and III instruction. One TSA will be identified as the intervention lead. He/she will create and monitor the school-wide intervention groups.

Specify enhanced services for EL students:

English Learners will receive visual supports and Tier III - intervention. The ACTeam will collaborate with the Bilingual Instructional Aide, each newcomer will receive ELD support. The Home/School Liaison will communicate with parents to ensure they are aware of the supports and services their child will receive. Teachers will also receive PL from the ELD district team.

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

The targeted actions for parent involvement will be: provided in partnership with Parent University, we will share the data and actions with (SSC, ELAC, during Coffee Hour, etc.). provide opportunities for parents to come to the school. We will have Open House, Quarterly Awards Assemblies, Family Nights (Reading/Math), and Back to School Night. We will provide reading incentives to encourage reading at home. We will also offer observation days for parents to observe.

Describe Professional Learning related to this action:

Teachers will be provided PL on how to be a 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, participate in AC vertical articulation, AC collaboration, Boys-to-Men & Girl Power Training, and DPI District professional learning - from the Culture & Climate Team.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	93.814	100
Exposure to Careers - 4th Grade	100	100
Exposure to Careers - 6th Grade	98.734	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade

The key factor that contributes to this performance outcome is that teachers believe in the opportunities that help their students understand how careers will benefit them in the future.

Exposure to Careers - 6th Grade

The key factor that contributes to this performance outcome is that teachers believe in the opportunities that help their students understand how careers will benefit them in the future.

Exposure to Careers - 4th Grade

The key factor that contributes to this performance outcome is that teachers believe in the opportunities that help their students understand how careers will benefit them in the future.

Some of the key factors that contributed to the performance growth and decrease in the achievement gap are:

Implemented and utilized Core Grade Level Materials: Wonders and Go Math

- Taught English Language Arts and Math California Common Core Standards
- Analyzed data: Interim, DRP, Common Formative, KAIG, BPST, or BAS Assessments
- Utilized Accountable Learning Communities
- Provided Professional Learning
- Utilized the Designated Day Calendar - additional

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade

The key factor that contributes to the disproportionality for any subgroup is attendance. Some students were absent.

Exposure to Careers - 6th Grade

The key factor that contributes to the disproportionality for any subgroup is attendance. Some students were absent.

Exposure to Careers - 4th Grade

There is no disproportionality.

Some of the key factors that contributed to the disproportionality for any significant subgroup, i.e. English Learner, African American, Special Education, Hispanic, Foster Youth are:

- Lack of prerequisite skills
- Lack of early reading and math skills
- Attendance

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Feedback:
 Provide After School intervention
 Technology Support
 During School Intervention
 Social Emotional help for students

Feedback:
 After School Support
 Homework Help
 Help Parents along with students
 Social Emotional Support

Feedback:
 Intervention
 Technology
 Social Emotional Support for students
 Discipline Class - provide FTA

Action 1

Title: Workplace Success

Action Details:

The Columbia teachers and Instructional Leadership Team will ensure that all students attend or participate in all available career and college opportunities. The team will discuss during announcements and assemblies the importance of college and career.

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

Explain the Progress Monitoring and data used for this Action

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

1. Participation

Owner(s):

Principal/Vice Principal, School Culture & Climate Team, the Instructional Leadership Team, and AC teams

Timeline:

1. Quarterly

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

The direct instructional services we will provide for students will be a 30-minute daily intervention block for Tier II and Tier III interventions. The TSA will organize the schedule and provide direct support to at-risk students. The GVC- Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials & supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites tablets & other technology will be utilized.

All students will receive Tier I instruction daily. Teachers will utilize iReady instruction for Tier II and Tier III support. Any student with the assessed need according to the diagnostic will receive additional support during the day and after school. The students identified as being in a disproportionate/significant group (SPED, ELs, African American, foster youth, specific grade levels, etc) will be targeted for Tier II and/or III support. iReady and Wonders Tier II support will be utilized for Tier II and III instruction. One TSA will be identified as the intervention lead. He/she will create and monitor the school-wide intervention groups.

Specify enhanced services for EL students:

English Learners will receive visual supports and Tier III - intervention. The ACTeam will collaborate with the Bilingual Instructional Aide, each newcomer will receive ELD support. The Home/School Liaison will communicate with parents to ensure they are aware of the supports and services their child will receive.

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

The targeted actions for parent involvement will be: provided in partnership with Parent University, we will share the data and actions with (SSC, ELAC, during Coffee Hour, etc.) provide opportunities for parents to come to the school. We will have Open House, Quarterly Awards Assemblies, Family Nights (Reading/Math), and Back to School Night. We will provide reading incentives to encourage reading at home. We will also offer observation days for parents to observe.

Describe Professional Learning related to this action:

Professional learning opportunities will be provided at least once a month. Learning by, and Backward mapping of ELA standards. Data will be analyzed by the teacher, grade level, and school-wide. The PK-Kindergarten teachers will receive professional learning modules designed by the Early Learning Department. They will also receive coaching support, e. lesson planning, modeling, etc. The ILT will utilize Learning by Doing, AC vertical articulation, and will collaborate with the region and district professional learning team. The team will use the IPG, specifically focusing on Tenets 1, 2, and 3. The PL will align with the regional goals.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	15.929	13.929
Suspensions Per 100	12.642	11.642

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>The key factor that contributes to these performance outcomes is that students want to come to school every day because attendance is more closely monitored. Also, we have an on-site counselor 5 days a week, mentors and a Resource Counseling Assistant who has mentors students and builds positive relationships with each student.</p> <p>Suspensions Per 100</p> <p>The key factors that contribute to these performance outcomes are that we have an on-site counselor 5 days a week, mentors and a Resource Counseling Assistant who has mentors students and builds positive relationships with each student.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>The key factor that contributes to the disproportionality for significant subgroups are</p> <p>Suspensions Per 100</p> <p>The key factor that contributes to the disproportionality is that we</p>
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Step 2: 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.

<p>1 SSC:</p> <p>Feedback:</p> <ul style="list-style-type: none"> Provide After School intervention Technology Support During School Intervention Social Emotional help for students 	<p>2 ELAC:</p> <p>Feedback:</p> <ul style="list-style-type: none"> After School Support Homework Help Help Parents along with students Social Emotional Support 	<p>3 Staff:</p> <p>Feedback:</p> <ul style="list-style-type: none"> Intervention Technology Social Emotional Support for students Discipline Class - provide FTA
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

The funds last year were mainly dedicated to three areas: intervention, technology, and SEL. The intervention that was determined was hiring Certificated Tutors (CTs), however, there were very few in the "hiring pool." Therefore, the majority of the funds were not used for the intended purpose, however, the funds that were utilized for an on-site counselor and mentors have been positive. We recently determined a tracking form for our mentors and RCA

Action 1

Title: Importance of Attendance

Action Details:

An attendance team will be created. The Team will consist of the Principal, Vice Principal, CWA specialist, HSL, mentors, counselors, and one NTA. The 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.

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

Explain the Progress Monitoring and data used for this Action

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

- 1. Weekly meetings with the Social Emotional Team
- 2. Bi-monthly School Culture & Climate Team Meetings
- 3. Implementation of classroom Structures

Owner(s):

Principal/Vice Principal, School Culture & Climate Team, and the Instructional Leadership Team

Timeline:

- 1. Weekly
- 2. Twice per month
- 3. Daily Classroom

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

The direct instructional services we will provide for students will be a 30-minute daily intervention block for Tier II and Tier III interventions. The TSA will organize the schedule and provide direct support to at-risk students. The GVC- Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials & supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites tablets & other technology will be utilized.

All students will receive Tier I instruction daily. Teachers will utilize iReady instruction for Tier II and Tier III support. Any student with the assessed need according to the diagnostic will receive additional support during the day and after school. The students identified as being in a disproportionate/significant group (SPED, ELs, African American, foster youth, specific grade levels, etc) will be targeted for Tier II and/or III support. iReady and Wonders Tier II support will be utilized for Tier II and III instruction. One TSA will be identified as the intervention lead. He/she will create and monitor the school-wide intervention groups.

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

The targeted actions for parent involvement will be: provided in partnership with Parent University, we will share the

Specify enhanced services for EL students:

English Learners will receive visual supports and Tier III - intervention. The ACTeam will collaborate with the Bilingual Instructional Aide, each newcomer will receive ELD support. The Home/School Liaison will communicate with parents to ensure they are aware of the supports and services their child will receive.

Describe Professional Learning related to this action:

Professional learning opportunities will be provided at least once a month. Learning by, and Backward mapping of

data and actions with (SSC, ELAC, during Coffee Hour, etc.). provide opportunities for parents to come to the school. We will have Open House, Quarterly Awards Assemblies, Family Nights (Reading/Math), and Back to School Night. We will provide reading incentives to encourage reading at home. We will also offer observation days for parents to observe.

ELA standards. Data will be analyzed by teacher, grade level, and school-wide. The PK-Kindergarten teachers will receive professional learning modules designed by the Early Learning Department. They will also receive coaching support, e.g. lesson planning, modeling, etc. The ILT will utilize Learning by Doing, AC vertical articulation, and will collaborate with the region and district professional learning team. The team will use the IPG, specifically focusing on Tenets 1, 2, and 3. The PL will align with the regional goals.

Action 2

Title: Increase Opportunities for Social and Academic Growth

Action Details:

The Columbia team (Principal, Vice Principal, Restorative Practices Counselor, TSA, the On-Site Counselor, and mentor team), 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 for all staff. Students will be taught Self-Management and Self-Awareness strategies.

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

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

1. Weekly meetings with the Social Emotional Team
2. Bi-monthly School Culture & Climate Team Meetings
3. Implementation of classroom Structures

Owner(s):

Principal/Vice Principal, School Culture & Climate Team, On-Site Counselor, RCA, mentors, and the Instructional Leadership Team

Timeline:

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

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

The direct instructional services we will provide for students will be a 30-minute daily intervention block for Tier II and Tier III interventions. The TSA will organize the schedule and provide direct support to at-risk students. The GVC- Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials & supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites tablets & other technology will be utilized.

All students will receive Tier I instruction daily. Teachers will utilize iReady instruction for Tier II and Tier III support. Any student with the assessed need according to the diagnostic will receive additional support during the day and after school. The students identified as being in a disproportionate/significant group (SPED, ELs, African American, foster youth, specific grade levels, etc) will be targeted for Tier II and/or III support. iReady and Wonders Tier II support will be utilized for Tier II and III instruction. One TSA will be identified as the intervention lead. He/she will create and monitor the school-wide intervention groups.

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

The targeted actions for parent involvement will be: provided in partnership with Parent University, we will share the

Specify enhanced services for EL students:

English Learners will receive visual supports and Tier III - intervention. The ACTeam will collaborate with the Bilingual Instructional Aide, each newcomer will receive ELD support. The Home/School Liaison will communicate with parents to ensure they are aware of the supports and services their child will receive. Teachers will also receive PL from the ELD district team.

Describe Professional Learning related to this action:

Teachers will be provided PL on how to be a Skillful Teacher (feedback to students), EQ (Emotional Intelligence),

data and actions with (SSC, ELAC, during Coffee Hour, etc.) provide opportunities for parents to come to the school. We will have Open House, Quarterly Awards Assemblies, Family Nights (Reading/Math), and Back to School Night. We will provide reading incentives to encourage reading at home. We will also offer observation days for parents to observe.

Training for Teachers Data Analysis by teacher, grade level, and school-wide, 2nd Step Class, Meetings, Restorative Practices, AC coaching - Learning by Doing, participate in AC vertical articulation, AC collaboration, Boys-to-Men & Girl Power Training, and DPI District professional learning - from the Culture & Climate Team.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			: RCA Classroom supplies **NO FOOD NO INCENTIVES**	150.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Joint Opportunities : Hand in Hand Mentors	11,750.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling: 5 Days a Week **\$49,680 SPLIT FUNDED 3-WAY** 3010-\$5,000 7090-\$18,840 7091-\$25,840	5,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling: 5 Days a Week **\$49,680 SPLIT FUNDED 3-WAY** 3010-\$5,000 7090-\$18,840 7091-\$25,840	18,840.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Onsite Counseling 2% (of \$49,680) Fee Charges	994.00
G4A2	LCFF: EL	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling: 5 Days a Week **\$49,680 SPLIT FUNDED 3-WAY** 3010-\$5,000 7090-\$18,840 7091-\$25,840	25,840.00

\$62,574.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0095 Columbia Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : RTI - iready license	24,400.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			\$2,000 Technology Repairs: Tablets, laptops, bulbs, etc... \$2,103 Technology Replacements: Tablets	4,103.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			Maintenance/Repair (classroom devices only)	1,500.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Involvement	612.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement **NO FOOD NO INCENTIVES**	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST & IEP Days Teacher Release: 9 days x 2 subs= 18x\$151 (1 day per month, 1 sub to cover IEP meeting and 1 sub to cover SST meeting)	3,183.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Peer Observations 32 subs x \$151 (1 sub per grade level x 4 Qtrs)	5,659.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats 25 teachers= 14 subs (Day1:TK&2nd am group, Kinder pm group) (Day2:1st am group, 3rd pm group) (Day3:4th am group, 5th pm group) (Day4 6th am group) 2,114 ea x 3 Qtrs = \$6,342	7,534.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Xerox Paper (4 pallets = \$1200)	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: PBIS Award Assemblies with Krazy Karen	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student of the Month Incentives (Pizza & T-Shirts)	985.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: EOY Academic Awards Assemblies (trophies, T-Shirts, medals)	2,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease Copier	2,000.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	0.2500	HSL (Karen Rivas) - Split Funded with 7090 & 7091	17,841.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies Quarter 1 \$6,600 Quarter 2 \$6,600 Quarter 3 \$6,600 Quarter 4 \$1,352	21,152.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating (parent meetings, teacher/parent conferences)	1,835.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	0.5000	HSL (Karen Rivas) - Split Funded with 7090 & 7091	35,684.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplement Contracts Parent Nights/Instruction - 3 teachers per month @ \$35 hour, 9 months in the school year	1,130.00
G1A2	Title 1 Basic	Other Pupil Services	Local Mileag			Vista Volunteer: ENP Coordinator of Volunteers	600.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies (Order end of year for the beginning of the year)	590.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	Additional site TSA to be used for Academic Achievement in ELA.	129,915.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Meeting/Family Night Snacks/Supplies (\$250)	2,500.00

G1A3		Parent Participation	Mat & Supp	monthly)	2,500.00
G1A3	LCFF: EL	Instruction	Direct-Other	ELPAC Assessors	3,500.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp	: RCA Classroom supplies **NO FOOD NO INCENTIVES**	150.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements	Joint Opportunities : Hand in Hand Mentors	11,750.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements	On-Site Counseling/FPU : Onsite Counseling: 5 Days a Week **\$49,680 SPLIT FUNDED 3-WAY** 3010-\$5,000 7090-\$18,840 7091-\$25,840	5,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements	On-Site Counseling/FPU : Onsite Counseling: 5 Days a Week **\$49,680 SPLIT FUNDED 3-WAY** 3010-\$5,000 7090-\$18,840 7091-\$25,840	18,840.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other	Onsite Counseling 2% (of \$49,680) Fee Charges	994.00
G4A2	LCFF: EL	Guidance & Counseling Services	Subagreements	On-Site Counseling/FPU : Onsite Counseling: 5 Days a Week **\$49,680 SPLIT FUNDED 3-WAY** 3010-\$5,000 7090-\$18,840 7091-\$25,840	25,840.00

\$337,297.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,745.00
Sup & Conc	7090	\$198,541.00
LCFF: EL	7091	\$88,011.00
Grand Total		\$337,297.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$274,723.00
G4 - All students will stay in school on target to graduate	\$62,574.00
Grand Total	\$337,297.00