

Columbia Elementary

10621666006159

Principal's Name: Mike Rivard

Principal's Signature:

A handwritten signature in black ink, appearing to read "Mike Rivard", written over a faint, illegible background.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

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


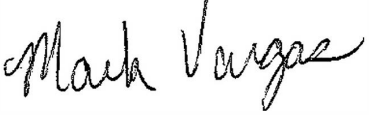
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School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mike Rivard	X				
2. Chairperson - Mark Vargas		X			
3. Erin Williams		X			
4. Marivel Castillo		X			
5. Karen Rivas			X		
6. Kameka McLean				X	
7. Irma Chaires				X	
8. Sharon Faulkner				X	
9.					
10.					
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	Mike Rivard		3/29/19
SSC Chairperson	MARK VARGAS		3/29/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Columbia - 0095

ON-SITE ALLOCATION

3010	Title I	\$50,572 *
7090	LCFF Supplemental & Concentration	\$209,382
7091	LCFF for English Learners	\$77,343
		\$337,297
TOTAL 2019/20 ON-SITE ALLOCATION		\$337,297

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,614
Remaining Title I funds are at the discretion of the School Site Council	\$48,958
Total Title I Allocation	\$50,572

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Columbia Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	17.037 %	1.575 %	2017-2018	30 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.368 %	19.277 %	2017-2018	30 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.352 %	16.667 %	2017-2018	30 %
SBAC ELA Distance from Level 3 (African American)		-97.6 pts	2017-2018	-80 pts
SBAC Math Distance from Level 3 (African American)		-109.9 pts	2017-2018	-90 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Students on grade level and continued learning in the guaranteed viable curriculum
- Teachers used the GVC in all classrooms
- In some cases teachers/teams fell behind the scope and sequence
- The use of the RTI time was consistent across grade levels and in most cases met the criteria set by iReady for time usage
- iReady and interims show that school wide we will probably not meet the goal of 10% increase on SBAC

SBAC ELA Distance from Level 3 (African American)

- African American students were 79.3 points from SBAC level 3
- Data from FUSD special reading summer program helped most African American students who attended
- Teachers used the GVC in all classrooms
- In some cases teachers/teams fell behind the scope and sequence

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

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

80%+ of students enter current grade below grade level standards

SBAC ELA Distance from Level 3 (African American)

African American students are 97.6 points below SBAC level 3

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

85%+ of students enter current grade below grade level standards

SBAC Math Distance from Level 3 (African American)

African American students are 109.9 points below SBAC level 3 as they enter their current grade

EL Reclassification Rate (All grade levels)

- The use of the RTI time was consistent across grade levels and in most cases met the criteria set by iReady for time usage
- iReady and interims show that school wide we will probably not meet the goal of 10% increase on SBAC

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

- Students on grade level and continued learning in the guaranteed viable curriculum
- Teachers used the GVC in all classrooms
- In some cases teachers/teams fell behind the scope and sequence
- The use of the RTI time was consistent across grade levels and in most cases met the criteria set by iReady for time usage
- iReady and interims show that school wide we will probably not meet the goal of 10% increase on SBAC

SBAC Math Distance from Level 3 (African American)

- African American students were 88.3 points from SBAC level 3
- Teacher used the GVC in all classrooms
- Some teachers fell behind the scope and sequence, but, with help from math coaches, a plan was devised to be on target to prepare for SBAC
- Interim assessments, CFAs and iReady show us not meeting the 10% increase in SBAC

EL Reclassification Rate (All grade levels)

- Some teachers and students were aware of the reclassification process
- Learned through the use of the ELA guaranteed viable curriculum-Wonders with integrated ELD supports
- Training for parents did not occur as planned with teachers, only through Parent University
- There was an increase in the redesignation rate of 13% from last year and 3 percent from 2 years ago. We will fall short of the 17% goal overall
- In the lower grades there were increase of redesignation of 1st grade 6% 2nd grade 19% and 3rd grade 16%

- Limited professional learning addressing the supports for EL students
- Some teachers and most students and parents are not aware of the reclassification process nor the criteria
- Attention has not been given to these areas in the past few years

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Teacher contracts for teaching parents did not occur
- Teacher peer observations were very limited due to not being organized/calendared
- Data chats were limited to just 2 due to late calendaring after interim 2

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Specific data reports at all grade levels will be used at the beginning of the school year to develop teacher and PLC goals

- Data by student by standard will be used to develop intervention plans at each grade level for early extra support in Reading and Math
- PLC Teams will commit to up to 5 focus standards for each semester. CFAs and CSAs will be developed around the focus standards. Vertical articulation will be considered in the development of the focus standards
- Quarterly planning days will be supported for each grade level
- Increased student behavior supports will be put into place with a Restorative Counseling Assistant for a Care Room and an Intervention Specialist
- Increase support for African American students will be given through increase services from Hand in Hand mentoring

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

1 SSC:

- How will Care Room work?
- Need to include all grade levels in planning, especially consider Pre School, TK and Kinder
- Much support for intervention work in reading and math
- Much support for student behavior support

2 ELAC:

- Want to have clear process for use of Care Room

3 Staff:

- Much support for intervention work in reading and math
- Much support for student behavior support
- Need to include all grade levels in planning, especially consider Pre School, TK and Kinder
- How will the Care Room operate?
- Quarterly planning days for each PLC Team
- Continued support for i-Ready

Action 1

Title: Academic Achievement in English Language Arts (ELA)

Action Details:

- By 2020 there will be an increase of 10% in students meeting or exceeding grade level standards in ELA
- Focus on Best first teaching with the Guaranteed Viable Curriculum (GVC), on grade level standard instruction, in ELA-120 Minutes of ELA per day to include both whole group and small group for differentiation
- Focus on early literacy support through the GVC
- Focus on Response to Intervention embedded into the instructional schedule at each grade level with the use of i-Ready and direct instruction in response to grouping needs
- Additional intervention will be developed after school to support below grade level readers
- Support for intervention through a teacher on stipend for coordinating the intervention work
- Support for testing through a teacher on stipend for coordinating testing
- Support for data support school wide and for PLC teams through a teacher on stipend for coordinating data
- Focus will be given to the ELA IPG to provide teaches and PLC Teams feedback on Tenet #3 Student Ownership
- SST and IEP days with sub for staff coverage so general education can be involved/Sub for SPED Teacher as needed for these days
- Special Education Teachers work in collaboration with PLC Teams to identify gaps and plan on addressing gaps
- For all areas of the SPSA the Assistant Superintendent identified for Columbia Elementary School conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- For all areas of the SPSA School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress
- For all areas of the SPSA the administration 6-8 week plan will have a focus PLC Team at the Primary Level and the Intermediate Level as an additional area of concentration around all areas of the plan with special attention given to the EL, Special Needs' and African American student groups

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

Grade levels will use the following data at the beginning of the year and after interims to analyze, plan targeted intervention and set goals as teacher, teams and with students (Include Special Needs' Teachers). Teachers will especially focus plans for Special Needs', English Learners and African American student groups:

Pre School-Early Learning Assessment

TK-Early Learning Assessment

Kinder-KAIG

1st Grade-BAS, Interims, ELPAC, State Dashboard, District Data Dashboard

2nd Grade-BAS, Interims, ELPAC, State Dashboard, District Data Dashboard

3rd Grade-DRP, Interims, ELPAC, State Dashboard, District Data Dashboard

4th Grade-DRP, Interims, SBAC, ELPAC, State Dashboard, District Data Dashboard

5th Grade-DRP, Interims, SBAC, ELPAC, State Dashboard, District Data Dashboard

6th Grade-DRP, Interims, SBAC, ELPAC, State Dashboard, District Data Dashboard

Owner(s):

Administration

TSA

Lead Teachers

Timeline:

Beginning of the School Year

After Interim 1

After Interim 2

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

- Teachers and PLC Teams will analyze data per a created calendar around focus standards through the use of a cycle of continuous improvement with CFA and CSA data.
- As a support of CFAs and CSAs, IABs will be introduced to grades 3-6. The TSA will make sure all is loaded and ready by 9.15.19. Teacher will then be involved in Professional Learning around the IABs to begin using in October of 2019
- ILT will analyze and share best practices of the aforementioned
- To Include SPED Teachers, as well
- Special focus given to EL students, Special Needs' Students and African American student

Owner(s):

Administration

TSA

Lead Teachers

Teachers

Timeline:

Every 3 weeks with a CFA moving to a CSA 3 completed cycles every semester.

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

- The use of the ELA IPG to provide data on Tenet #3 Student Ownership

Owner(s):

Administrators

Timeline:

Every class visit for teachers

Every Quarter for whole school and PLC Teams

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

- 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 and supplies to Support ELA instruction. ELA journals, highlighters, color pencils, online resources and websites, tablets and other technology will be utilized.
- All students will receive Tier I instruction daily with the use of strong first teaching and learning.
- Teachers will utilize i-Ready instruction for Tier II and Tier III support. A scheduled RTI time each day will allow for this support.

- An identified teacher coordinator will use data and work with PLC teams to ensure additional interventions after school in reading and math for those who are far below grade level
- Special attention will be given for supports of student groups, African American and Special Needs, to provide strong first teaching, specific responses to intervention and to additional supports as needed
- The PLC Teams, through the work of the Instructional Leadership Team (ILT), will identify focus standards in ELA, will build CFAs and CSAs (IABs) around these focus standards. A calendar will be built to identify when CFAs and CSAs will occur. The data from such will be used to reteach and intervene with groups in the RTI time.
- Teachers and PLC Teams will analyze data with the use of grade level assessment reports, the pivot table tool, the Teacher by Student by Standard report and the Power Bi tool. Teachers and teams will set specific goals at the beginning of the school year and makes adjustments to such when they analyze data after the 1st and 2nd interims.
- Teachers and teams will use specific data from the aforementioned to identify groups for intervention and targeted instruction by student/by standard.

Specify enhanced services for EL students:

- Professional learning at the beginning of the year and quarterly for best practices in supporting EL students
- Professional learning at the beginning of the year and quarterly for the understanding of the process and criteria for reclassification and helping students understand such in order to set goals

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

- Parents will be encouraged to attend Back to School, Open House, Dance, Awards' Assemblies, Coffee Talks, Parenting Meetings, Bingo Nights. Each event will have a small educational component to inform and teach parents. Also, each event will have a feedback mechanism to hear from parents in crucial/critical areas

Specify enhanced services for low-performing student groups:

- Identified student group data will be analyzed for data chats, intervention supports and for teacher/teams analysis for CFAs and CSAs-teacher supplemental contracts provided
- The Administrators 6-8 Week Plan will have specific actions in support of African American, EL and Special Needs student groups
- A Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with the site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - The school site team will work with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress

Describe Professional Learning related to this action:

- Work in close collaboration with the CF Pivot Team to provide targeted Professional Learning to address identified gaps and promote research based best practices
- Work with Parent University
- Continue work with the City of Fresno Neighborhood Revitalization
- Continue parenting class every week
- Add a family nutrition class each month

Action 2

Title: Academic Achievement in Math

Action Details:

- By 2020 there will be an increase of 10% in students meeting or exceeding grade level standards in math
- Focus on Best first teaching with the Guaranteed Viable Curriculum (GVC) in Math, on grade level standard instruction, 90 minutes of Math per day to include both whole group and small group for differentiation
- Focus on conceptual learning support through the GVC
- Focus on Response to Intervention embedded into the instructional schedule at each grade level with the use of i-Ready and direct instruction in response to grouping needs
- Additional intervention will be developed after school to support below grade level students in math basic facts
- Support for intervention through a teacher on stipend for coordinating the intervention work
- Support for testing through a teacher on stipend for coordinating testing
- Support for data support school wide and for PLC teams through a teacher on stipend for coordinating data
- Focus will be given to the Math IPG to provide teachers and PLC Teams feedback on Tenet #3 Student Ownership
- Special Education Teachers work in collaboration with PLC Teams to identify gaps and plan on addressing gaps
- Work will be done through the Edison Region Professional Learning Focus to help teachers learn the Math 5Es and implement such in their daily planning. Administration will set up schedules to observe the use of the 5Es,

learn from what teachers are doing and provide feedback to teachers as a cycle of continuous improvement reflection process

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

Grade levels will use the following data at the beginning of the year and after interims to analyze, plan targeted intervention and set goals as teacher including Special Education Teachers, teams and with students. Teachers will especially focus plans for Special Needs', English Learners and African American student groups:

Pre School-Early Learning Assessment

TK-Early Learning Assessment

Kinder-KAIG

1st Grade-BAS, Interims, ELPAC, State Dashboard, District Data Dashboard

2nd Grade-BAS, Interims, ELPAC, State Dashboard, District Data Dashboard

3rd Grade-DRP, Interims, ELPAC, State Dashboard, District Data Dashboard

4th Grade-DRP, Interims, SBAC, ELPAC, State Dashboard, District Data Dashboard

5th Grade-DRP, Interims, SBAC, ELPAC, State Dashboard, District Data Dashboard

6th Grade-DRP, Interims, SBAC, ELPAC, State Dashboard, District Data Dashboard

Owner(s):

Administration

TSA

Lead Teachers

Timeline:

Beginning of the School Year

After Interim 1

After Interim 2

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

- Teachers and PLC Teams will analyze data per a created calendar around focus standards through the use of a cycle of continuous improvement with CFA and CSA data.
- As a support of CFAs and CSAs, IABs will be introduced to grades 3-6. The TSA will make sure all is loaded and ready by 9.15.19. Teacher will then be involved in Professional Learning around the IABs to begin using in October of 2019
- ILT will analyze and share best practices of the aforementioned
- To include Special Education Teachers
- Special focus will be on English Learner, Special Needs' and African American student groups

Owner(s):

Administration

TSA

Lead Teachers

Teachers

Timeline:

Every 3 weeks with a CFA moving to a CSA 3 completed cycles every semester.

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

- The use of the Math IPG to provide data on Tenet #3 Student Ownership

Owner(s):

Administrators

Timeline:

Every class visit for teachers

Every Quarter for whole school and PLC Teams

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

- The GVC, Standards & GoMath 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 and supplies to Support math instruction. Math journals, highlighters, color pencils, manipulatives, online resources and websites, tablets and other technology will be utilized.

- 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 concept
- Regional work will be done with grade levels around the use of the 5Es.
- All students will receive Tier I instruction daily with the use of strong first teaching and learning.
- Teachers will utilize i-Ready instruction for Tier II and Tier III support. As scheduled RTI time each day will allow for this support.
- An identified teacher coordinator will use data and work with PLC teams to ensure additional interventions after school in reading and math for those who are far below grade level
- Special attention will be given for supports of student groups, African American and Special Needs, to provide strong first teaching, specific responses to intervention and to additional supports as needed
- The PLC Teams, through the work of the Instructional Leadership Team (ILT), will identify focus standards in Math, will build CFAs and CSAs (IABs) around these focus standards. A calendar will be built to identify when CFAs and CSAs will occur. The data from such will be used to reteach and intervene with groups in the RTI time.
- Teachers and PLC Teams will analyze data with the use of grade level assessment reports, the pivot table tool, the Teacher by Student by Standard report and the Power Bi tool. Teachers and teams will set specific goals at the beginning of the school year and makes adjustments to such when they analyze data after the 1st and 2nd interims.
- Teachers and teams will use specific data from the aforementioned to identify groups for intervention and targeted instruction by student/by standard.

Specify enhanced services for EL students:

- Professional learning at the beginning of the year and quarterly for best practices in supporting EL students
- Professional learning at the beginning of the year and quarterly for the understanding of the process and criteria for reclassification and helping students understand such in order to set goals

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

- Parents will be encouraged to attend Back to School, Open House, Dance, Awards' Assemblies, Coffee Talks, Parenting Meetings, Bingo Nights. Each event will have a small educational component to inform and teach parents. Also, each event will have a feedback mechanism to hear from parents in crucial/critical areas

Specify enhanced services for low-performing student groups:

- Identified student group data will be analyzed for data chats, intervention supports and for teacher/teams analysis for CFAs and CSAs
- A Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, will work in tandem with the site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - The school site team will work with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

Describe Professional Learning related to this action:

- Work in close collaboration with the CF Pivot Team to provide targeted Professional Learning to address identified gaps and promote research based best practices
- Work with Parent University
- Continue work with the City of Fresno Neighborhood Revitalization
- Continue parenting class every week
- Add a family nutrition class each month
- Regional Work Around the Math 5Es
 - 10 hours of regional professional learning will take place by grade levels (PLC Teams)
 - We will use a Professional Learning PLC Model where teams will make commitments to times/dates when admin./tsa can visit, learn side by side and provide feedback on the most recent learning/implementation
 - Central Office Math Coaches will be involved in the trainings and classrooms visits/feedback cycles

Action 3

Title: Increase the Reclassification Rate of English Learners

Action Details:

- Focus will be given to implement a comprehensive, balanced language acquisition program that will increase productive talk, designated and integrated ELD instruction daily

- Leaders and teachers will ensure daily implementation and monitoring of integrated and designated ELD instruction for EL students aligned with ELA standards
- Focus will be given to targeted planning for ELD standards.
- Long-Term EL (LTEL) needs will be addressed through the Personal Learning Tutoring.
- An ELPAC review will be conducted at the beginning of the school year
- Students will receive extra support in based on their needs to address preparation for the ELPAC
- Professional Learning will take place at the beginning of the year and quarterly focused on: 1) Staff/Students understanding the reclassification process and criteria 2) Best practices for supporting EL learners and 3) Goal setting for students

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

- Teachers and PLC Teams will utilize data from the aforementioned in Actions 1 and 2 to target EL student needs by student/by standard in concert with the Special Education Teachers

Owner(s):

Administration
TSA
Teachers
Lead Teachers

Timeline:

Beginning of the Year
After Interims
After CFAs and CSAs

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

- Use of aforementioned data by intervention coordinator to set up interventions for students in grades 3-6 who are close to reclassification for round in concert with the Special Education teacher
- Also, working with the District EL Department to offer intervention tutorials after school with:
- 1 Teaching fellow coordinating groups for k-1/2 reading support online and
- 1 Teaching fellow coordinating homework support for those long term EL or at risk for becoming long term EL
- Use of grades, interims, DRP, BAS, i-Ready diagnostics, ELPAC, SBAC

Owner(s):

Intervention Teacher
ILT Team
Administration
District EL Department

Timeline:

Beginning of the year/ongoing

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

- The GVC and standards will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials and supplies to support ELA instruction. ELA journals, highlighters, color pencils, online resources, websites, tablets and other technology will be utilized.
- All students who are designated as English Learners will receive Tier I core instruction.
- Teachers will also use Wonders ELD components. Teachers will utilize specific ELD strategies guided in the Wonders ELD sections of the GVC.
- Teachers will utilize i-Ready resources for Tier II and Tier III support.
- After school interventions will be organized to support ELs with additional tutoring support.

Specify enhanced services for EL students:

- English Learners will receive strong first teaching with EL best practices.
- The PLC Team will collaborate to adjust instruction and RTI time to support EL learning growth.
- Professional learning will be provided for staff at the beginning of the year and quarterly thereafter.
- Parent University and Administration will offer information for parents so they understand the process for supporting EL students and the process/criteria for reclassification.
- The Home School Liaison will help with phone calls and mailings to homes to support this work.

Specify enhanced services for low-performing student groups:

- 1 Teaching fellow coordinating homework support for those long term EL or at risk for becoming long term EL
- Teachers will use data from CFAs, CSAs, ELPAC, BAS, DRP, SBAC and Interims to identify students who are falling behind and need immediate intervention through the ELD after school tutoring or RTI time in classroom during the school day

- The Home School Liaison will be available for parent communications, training's and meetings to support Spanish Speakers.

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

- The targeted actions for parent involvement will be provided in partnership with Parent University
- Data and actions will be shared with the SSC, ELAC and Coffee Talks.
- The Home School Liaison will communicate opportunities to all families and help with translation in written and verbal communications.
- We will have Open House, Quarterly Awards Assemblies, Bingo Nights, and Back to School Night.
- The Home School Liaison will support the connection with the Neighborhood Revitalization Program meeting weekly at the school to provide translation work.
- Child care will be provided to support parent involvement at parent meetings and parent training opportunities.

Describe Professional Learning related to this action:

- There will be a foundational professional learning at the beginning of the year to support EL best practices and the reclassification process and criteria.
- Quarterly professional learning will focus on using data and best practices to support the reclassification process
- We will work in close collaboration with the ELD department to provide targeted ELD Professional Learning to address identified gaps and promote research based best practices
- Data chats will be used to offer additional supports to teachers in order to impact EL students.

2019-2020 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			: iReady Subscription Fee	20,200.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : 1 day of professional learning	1,620.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement - No Food/Incentives	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST and IEP Days	3,200.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Grade Level Planning Days 4x's	6,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats 2X's	4,119.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			15 Day Subs for Coordinators	2,200.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Stipends for Data, Intervention, Testing	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Poster Machine Supplies	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Xerox	5,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	3,363.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - Maker Space	5,021.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs - Maker Space	5,021.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	19,180.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	2,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parents	500.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Coffees/Meetings	2,500.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	HSL Split Funded: 7091-\$27,664 7090-\$27,664	27,664.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating	999.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	HSL Split Funded: 7091-\$27,664 7090-\$27,664	27,664.00

\$158,251.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	50.526 %	13.907 %	2017-2018	20.907 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- Efforts were made to increase athletic opportunities for both girls and boys.
- Efforts were made to increase clubs-including Arts' club, Martial Arts' club, Chess club, Peach Blossom, Good News club and the Singing club.
- Goal 2 funds were exhausted in order to provide adequate equipment and add several sports to the program offerings.
- Efforts were made to support student leadership in a variety of activities for the school.
- The Climate-Culture Team was revitalized and has laid a foundation of feedback on social emotional professional learning that is needed/desired, the possibility of a care room and developing school wide indicators to support our guidelines for success (PAWS).
- The TSA Culture/Climate developed a weekly Behavior Huddle to discuss Tier 2/3 supports and next steps for students in need. This was attended by the RPC, Onsite counselor, administration and mentors.

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

Goal 2 Participation Rate

- We lacked adding the participation rate data to the tool in a timely fashion.
- Some students could not participate due to chronic absenteeism.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Morning meetings were not supported to a 100% implementation.
- We received a RP Counselor very late into the 1st Semester.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Continue to have the behavior huddles.

- Continue the work with our RP Counselor.
- Add the Intervention Support person to help with Tier 2/3 supports.
- Add a Resource Counseling Assistant to operate a Care Room.
- Continue the work with the Climate Culture team for: 1) The Care Room, 2) Identify School Wide Expectations aligned with our Criteria for Success (PAWS) and 3) Implement Behavior Support Process School Wide.
- Coordinate clear areas of collaboration for the Culture Climate and ILT groups.

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

1 SSC:

- Support for the Care Room.
- Support for added Student Behavior Supports, RCA, IS, Increase Mentors and continue Onsite Counselor.

2 ELAC:

- Want to have clear process for use of Care Room

3 Staff:

- Support for the Care Room.
- Support for added Student Behavior Supports, RCA, IS, Increase Mentors and continue Onsite Counselor.

Action 1

Title: Increase Goal 2 Engagement

Action Details:

- Continue to support all sports added this year
- Continue to support all clubs added this year
- Continue to support the music program and opportunities
- Focus on behavior interventions to support students staying engaged-Behavior Huddles, work with Culture Climate Team
- Quarterly update engagement data in the engagement tool
- Additional funds will be used for sports equipment in order to provide equity for all teams and genders participating the programs. This will include, but is not limited to completely funding equipment for Track and Field, Boys' Softball and both Girls' and Boys' Soccer. New soccer goals and chalking equipment will be purchased.
- A stipend position will be used to support an Athletic Director position to ensure timely ordering of equipment and uniforms, that all coaches be certified through the district and that all communication and organization of games, practices and such be communicated with parents, the office and transportation

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

- Use of data from District Engagement Tool and District Dashboard
- Use of student input as to what to offer and how to get them involved
- Specifically focusing on Special Needs and African American student group

Owner(s):

Administration and TSA
Climate Culture Team
ILT

Timeline:

Quarterly look at data
Monthly feedback from students

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

- Focus will be done to calendar and communicate opportunities to students and parents
- Adequate supervision will be supplied
- Teachers and PLC Teams will plan Arts and Activities' opportunities at each grade level

Specify enhanced services for EL students:

- Communications from the school will be translated into Spanish to support EL students increased engagement.
- Parent University will inform and teach parents about the opportunities.
- Efforts will be made to engage EL students by using engagement data.

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

- Parent University
- School Communications

Specify enhanced services for low-performing student groups:

- My Brother's Keeper process will continue to engage those students with chronic absenteeism.

Describe Professional Learning related to this action:

With help from the CF Pivot Team, Professional Learning needs and possibilities will be developed and implemented to support learning for all staff, both certificates and classified, in order to support Special Needs and African American student groups.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Athletic Stipend Coordinator	5,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Additional Sports Equipment/Supplies	4,000.00

\$9,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	98.889 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

- Focused on and committed to district Goal 3 opportunities
- Currently on track to have 95%+ engaged in these opportunities
- Attempts were made and were somewhat successful in having mod/severe students involved

Exposure to Careers - 4th Grade

- Focused on and committed to district Goal 3 opportunities
- Currently on track to have 95%+ engaged in these opportunities
- Attempts were made and were somewhat successful in having mod/severe students involved

Exposure to Careers - 6th Grade

- Focused on and committed to district Goal 3 opportunities
- Currently on track to have 95%+ engaged in these opportunities
- Attempts were made and were somewhat successful in having mod/severe students involved

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

Exposure to Careers - 3rd Grade

Attendance was a factor. Also, need to make sure Mod./Severe class is involved

Exposure to Careers - 4th Grade

Attendance was a factor. Also, need to make sure Mod./Severe class is involved

Exposure to Careers - 6th Grade

Attendance was a factor. Also, need to make sure Mod./Severe class is involved

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

N/A

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Prior to each opportunity, efforts will be made by the PLC Teams to connect with parents of those whose attendance could possibly affect their engagement.
- A special effort will be made by the teacher for the Mod/Severe classroom, to include as many of the special needs' students as possible.
- As a school, we will look at data from our engagement tools to see what particular student groups did not participate in the opportunities afforded.

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

- 1** SSC:
- Desires all students to be involved

- 2** ELAC:
- Want to have clear process for use of Care Room

- 3** Staff:
- What about tech in school opportunity for Grade 5?
 - What about spelling bee opportunity?

Action 1

Title: Workplace Success

Action Details:

- Continue to participate in all career opportunities generated from the central office level.
- Climate Culture Team to provide indicators on guidelines for success (PAWS) that will apply to social and emotional learning-New Posters with PAWS and indicators for each criteria.
- Work with teachers concerning the Social Emotional Learning Matrix as found in Fisher, "All Learning is Social Emotional".
- Regular, at least once a month meetings of the Climate Culture Team to help implement and support school wide work for Positive Behavior Supports for individual students, groups of students and the school as a whole.
- At least once a quarter having the ILT and the Climate Culture Team meet on areas where the SEL learning directly supports, intersects with or aligns with the academic growth of students

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
 Regular checks to ensure all details are handled for the central office opportunities including the Mod/Severe program

Owner(s):
 Principal/VP/Lead Teachers/Office Manager

Timeline:
 Checked monthly

Details: Explain the data which will specifically monitor progress toward each indicator target
 Monthly Checks of staff book study of Fisher, "All Learning is Social Emotional"

Owner(s):
 Principal/VP/TSA

Timeline:
 Monthly

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

Quarterly Professional Learning around Social Emotional Learning needs as identified by staff feedback, student feedback, use of Spring Survey Data and State and District Dashboards

Owner(s):

Climate Culture Team/TSA

Timeline:

Sept. November February April

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

- Use of morning meeting curriculum and ideas
- Use of Second Step curriculum and ideas

Specify enhanced services for EL students:

- Embedded into morning meetings and use of Second Step

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

- Parent information shared at parent gatherings concerning Career Opportunities, PAWS and Social Emotional Learning

Specify enhanced services for low-performing student groups:

- Groups will be targeted to ensure engagement in opportunities provided by the central office

Describe Professional Learning related to this action:

- Quarterly professional learning focused on social emotional learning as organized by the Climate Culture Team per staff and survey feedback around self management, goal setting and organization, agency, identity and self regulation.
- Monthly reflections on Fisher's work
- Work with the CF Pivot Team for Professional Learning needs and possibilities to support the African American and Special Needs student groups

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	13.929 %	16.567 %	2017-2018	10 %
Suspensions Per 100	11.642 %	8.075 %	2017-2018	3 %
Chronic Absenteeism (African American)		24.2 %	2017-2018	15 %
Suspension Rate (African American)		13.4 %	2017-2018	5 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

A team of CWA, Administration and TSA will check attendance daily and focus/target the most needed students. Not achieving desired outcomes-currently at 15%

Team will check in daily with student "My Brothers Keeper".

Chronic Absenteeism (African American)

Special attention of the aforementioned will be given to African American students. Not currently achieving desired outcomes-currently at 27%

Suspension Rate (African American)

- Weekly meetings will help to identify at risk students
- Social emotional learning has been taking place
- morning meetings are happening at approximately 70% of the time
- Restorative practices will be the approach to helping promote positive behavior and the support of such
- Current at 5.26%

Suspensions Per 100

Same as Above

Current at 6.45%

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

Chronic Absenteeism

The My Brothers' Keepers work has been inconsistent in its implementation

Chronic Absenteeism (African American)

The My Brothers' Keepers work has been inconsistent in its implementation

Suspension Rate (African American)

- A weekly behavior meeting was instituted 2nd semester and shows promise
- Our RP Counselor did not begin until the 2nd semester
- Climate Culture team did not start meeting until October 2018

Suspensions Per 100

Same as Above

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- The weekly behavior meetings did not begin until the 2nd semester
- The RP Counselor was not placed until the 2nd semester
- MyBrothers' Keeper was implemented inconsistently

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Behavior huddles will begin week 2 of the school year
- Our RP Counselor is in place
- An RCA will be hired and will staff a time out room for behavior support and learning
- An Intervention Specialist will be in place to support Tier 2/3 behaviors
- Onsite Counseling will shift to support some behavior groups to support more students
- The school will be set up as colleges/universities (Grade Levels)-Shirts will be purchased for each student in each college/university (To be worn every Wednesday)
- A family atmosphere will be built with all students receiving a "Cougar" t-shirt to wear on Fridays
- School spirit will continue with every other Friday rallies with medals for those chosen, student of the month celebrated (t-shirts and certificates)
- School spirit will continue with Awards' Assemblies, Crazy Karen and the Cougar Den (Student Store)
- Additional Mentor time

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

1 SSC:

Support of IS person to help with Tier 2/3 behaviors
Additional Hand in Hand mentoring time
RCA and Care Room supported

2 ELAC:

- Want to have clear process for use of Care Room

3 Staff:

Support of RCA and Care Room
Support IS for Tier 2/3 behaviors
Additional Hand in Hand mentoring time

Action 1

Title: Importance of Attendance

Action Details:

- Use of weekly behavior meeting to address attendance, as well
- Use of MyBrother's Keeper process for top attendance needs at weekly behavior meeting

- Use of incentives for those being monitored in MBK
- Use of home visits as needed

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

Weekly behavior monitoring through the weekly behavior huddle/meeting

Owner(s):

Admin., TSA, RP Counselor, Intervention Specialist, Mentors

Timeline:

Weekly beginning week 2

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

See Goal 1 and Actions 1 and 2

Specify enhanced services for EL students:

See Goal 1 and Actions 1, 2 and 3

Specify enhanced services for low-performing student groups:

After School tutoring available

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

Parent meetings and events will be used to discuss the importance of attendance and show parents statistics on it's importance

Describe Professional Learning related to this action:

Mni SARBs with Intervention Specialist and Admin./TSA monthly

Action 2

Title: Increase Opportunities for Social and Academic Growth

Action Details:

- Additional after school support for targeted tutoring for emerging readers and in math
- Climate Culture team to meet regularly and at least quarterly with the ILT to support behaviors and academics
- RCA and Care Room to support positive behaviors
- Intervention Specialist will work with the Climate Culture TSA to support Tier 2/3 behaviors
- Family atmosphere supported by every student receiving a Cougar T-Shirt to be a part of the school (To be worn every Friday)
- College/University atmosphere supported by college/university shirts for each college/university on campus (To be worn every Wednesday)
- Continue Friday Rallies with medals, sound system, Student of the Month certificates and T-Shirts, Spirit Gear
- Awards' Assemblies and Student Work Showcase-Cookies, punch and coffee for parents, certificates for students
- Continue to provide Joint Opportunities Hand in Hand Mentors increase to 2 mentors/5 days per week to support students in the classroom
- Cougar Den to support Cougar Cash for positive behavior incentives (Money for incentive items)
- Weekly behavior huddles to analyze attendance and behavior data to plan for follow up with students (Incentives for supporting My Brothers' Keepers attendance work)
- Limited extra support for targeted behavior increases with the use of more time for NTAs and/or mentors for short-specific supports

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

Behavior data will be analyzed from the Powerbi District Dashboard

Owner(s):

Admin., mentors, TSA, Interventionist and RCA

Timeline:

Weekly during behavior huddle

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

Attendance data will be used to target at risk students rotated monthly

Owner(s):

Admin., TSA and Climate Culture Team

Timeline:

Monthly

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

1 question surveys with students tk-6 to gather ongoing feedback on the climate and culture of the school

Owner(s):

Lead Teachers, Climate Culture Team

Timeline:

Bi-weekly

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

1 question surveys with staff at every PL opportunity

Owner(s):

Administration, Climate Culture Team

Timeline:

Each PL

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

- See ELA and Math Actions in Goal 1
- Interventions will be used for academic support as described in Goal 1
- Morning Meetings will help with Social Emotional Learning
- Second Step curriculum will be used for Social Emotional Learning and class meetings

Specify enhanced services for EL students:

See next box for supports for all students.

Specify enhanced services for low-performing student groups:

- We will continue to deepen the work of Multi-Tiered System of Support
- The Central Office will provide, at no cost for the next 2 years with the site taking responsibility for 50% of the funds at year 3, an Intervention Specialist to support in the area of Tier 2 supports for students
- We will continue to use the weekly behavior huddles to dis-aggregate behavior data and plan for specific supports for students showing severity and frequency of behaviors. Data that will be used is Powerbi Behavior Data and Input IS, Admin., Mentors, TSA, RP Counselor and RCA. All of these members will be involved in the meeting
- We will work with the IS to develop/use a clear diagnostic tool to identify students needing Tier 2/3 supports
- Maintain common understanding of MTSS framework and continue building knowledge
- Continue Improve Classroom Tier I (IPG Tenets 1-3) and school-wide Tier I Climate and Culture practices in concert with the Climate Culture Specialist, the Climate Culture Team and the ILT team meeting with the Climate Culture Team every quarter
- School wide behavior supports will include
 - Cougar Cash/Cougar Den for incentives
 - the use of Guidelines for Success/PAWS with indicators being developed by leadership students
 - Use of guidelines assemblies at the beginning of each quarter
 - Use of Krazy Karen for motivation times
 - The Care and Connect room with an RCA

- The use of Mentor increasing to 2 mentors 5 hours each day
- The use of the Restorative Practices Counselor to be able to do re-entry meetings for suspensions and for helping teachers to learn and implement a restorative practices approach
- Consistent implementation of common assurances for Tier I and begin Tier II
- The use of Onsite Counseling services to support students who need such according to an IEP, as well as other students needing these services by either individuals or groups
- All student groups will be supported in the aforementioned
- Special effort will be used to ensure the data is broken down to offer extra support to African American, English Learner and Special Needs' students.

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

- Continued use of school messenger, flyers, school website and parent events to communicate expectations of students
- Use of Awards' Assemblies to highlight those consistently following expectations with families in attendance
- Offering of Parenting classes each week by the Onsite Counselor

Describe Professional Learning related to this action:

- As noted previously, work will be done around the Social Emotional Matrix by Fisher. This will happen through a monthly chapter reflection with staff during PL times, as well as classified staff with the TSA and/or Admin

2019-2020 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	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentor : **SPLIT FUNDED 2-WAY** 3010 \$11,710 7090 \$32,290	11,710.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling **SPLIT FUNDED 3-WAY** 3010 \$15,042 7090 \$8,638 7091 \$26,000	15,042.00
G4A2	Sup & Conc	Instruction	Mat & Supp			Student of the Month	2,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: EOY Awards	2,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: College T-Shirts	7,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Cougar T-Shirts	7,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: College Signs, PAWS posters and Banners	3,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Medals for Rallys	1,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Cougar Den for Incentives	3,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Sound system upgrades/Mics	1,500.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Krazy Karen	1,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling **SPLIT FUNDED 3-WAY** 3010 \$15,042 7090 \$8,638 7091 \$26,000	8,638.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentoring : Hand in Hand Mentors **SPLIT FUNDED 2-WAY** 3010 \$11,710 7090 \$32,290	32,290.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA - Care and Connect Room	46,866.00
G4A2	LCFF: EL	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling **SPLIT FUNDED 3-WAY** 3010 \$15,042 7090 \$8,638 7091 \$26,000	26,000.00

\$170,046.00

2019-2020 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			: iReady Subscription Fee	20,200.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : 1 day of professional learning	1,620.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement - No Food/Incentives	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST and IEP Days	3,200.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Grade Level Planning Days 4x's	6,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats 2x's	4,119.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			15 Day Subs for Coordinators	2,200.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Stipends for Data, Intervention, Testing	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Poster Machine Supplies	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Xerox	5,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	3,363.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - Maker Space	5,021.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs - Maker Space	5,021.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	19,180.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	2,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parents	500.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Coffees/Meetings	2,500.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	HSL Split Funded: 7091-\$27,664 7090-\$27,664	27,664.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,500.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating	999.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	HSL Split Funded: 7091-\$27,664 7090-\$27,664	27,664.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Athletic Stipend Coordinator	5,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Additional Sports Equipment/Supplies	4,000.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentor : **SPLIT FUNDED 2-WAY** 3010 \$11,710 7090 \$32,290	11,710.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling **SPLIT FUNDED 3-WAY** 3010 \$15,042 7090 \$8,638 7091 \$26,000	15,042.00
G4A2	Sup & Conc	Instruction	Mat & Supp			Student of the Month	2,000.00

G4A2	Sup & Conc	Instruction	Mat & Supp			: EOY Awards	2,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: College T-Shirts	7,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Cougar T-Shirts	7,000.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: College Signs, PAWS posters and Banners	3,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Medals for Rallys	1,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Cougar Den for Incentives	3,500.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Sound system upgrades/Mics	1,500.00
G4A2	Sup & Conc	Instruction	Cons Svc/Oth			: Krazy Karen	1,000.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling **SPLIT FUNDED 3-WAY** 3010 \$15,042 7090 \$8,638 7091 \$26,000	8,638.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Joint Opportunities: Hand in Hand Mentoring : Hand in Hand Mentors **SPLIT FUNDED 2-WAY** 3010 \$11,710 7090 \$32,290	32,290.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA - Care and Connect Room	46,866.00
G4A2	LCFF: EL	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : Onsite Counseling **SPLIT FUNDED 3-WAY** 3010 \$15,042 7090 \$8,638 7091 \$26,000	26,000.00

\$337,297.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,572.00
Sup & Conc	7090	\$209,382.00
LCFF: EL	7091	\$77,343.00
Grand Total		\$337,297.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$158,251.00
G2 - All students will engage in arts, activities, and athletics	\$9,000.00
G4 - All students will stay in school on target to graduate	\$170,046.00
Grand Total	\$337,297.00