

**Columbia Elementary**

10621666006159

**Principal's Name: Mike Rivard**

**Principal's Signature:**

A handwritten signature in black ink, appearing to read "Mike Rivard", with a long horizontal flourish extending to the right.

**The Fresno Unified School District Board of Education approved this plan on: June 10, 2020**

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<b>District Goals</b>	
<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**

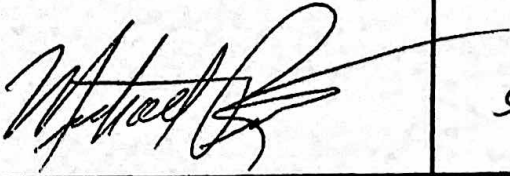

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Mike Rivard</b>	X				
2. <b>Chairperson - Mark Vargas</b>		X			
3. <b>Zepur Karkazian</b>		X			
4. <b>Marivel Castillo</b>		X			
5. <b>Jennifer Gallardo</b>				X	
6. <b>Ruth Cabrera</b>				X	
7. <b>Kameka Mclean</b>				X	
8. <b>Irma Chaires</b>				X	
9. <b>Mai Xiong</b>			X		
10. <b>Jason Spencer</b>				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name: Columbia Elementary School</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Mike Rivard		5/15/2020
<b>SSC Chairperson</b>	Mark Vargas		5/15/2020

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 2020/21

Columbia - 0095

**ON-SITE ALLOCATION**

3010	Title I	\$57,770 *
7090	LCFF Supplemental & Concentration	\$207,137
7091	LCFF for English Learners	\$72,390
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$337,297</b>

\* 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	\$1,635
Remaining Title I funds are at the discretion of the School Site Council	\$56,135
Total Title I Allocation	\$57,770

## Columbia Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30 %	27.541 %	2018-2019	34.541 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30 %	20.328 %	2018-2019	27.328 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-93.9 pts	2018-2019	-78.9 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-113.6 pts	2018-2019	-98.6 pts
SBAC ELA Distance from Level 3 (Homeless)		-94.5 pts	2018-2019	-79.5 pts
SBAC Math Distance from Level 3 (Homeless)		-108.8 pts	2018-2019	-93.8 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)

- All grade levels using the Guaranteed Viable Curriculum
- iReady diagnostic and IABs show small percentages of students meeting standard, but large number of student at nearly meeting standards
- Intensive in school interventions happening with a focus on 2nd/3rd graders seeing kinder teachers 2 afternoons a week to work on reading foundation skills
- Teachers grouping students based on iReady diagnostic
- Additional reading interventions for grades 2/3 happened later than planned

#### SBAC ELA Distance from Level 3 (Homeless)

- Limited resources have been designated for specific support for homeless students
- Students continue to enter grade level at 2 or more grade levels below as indicated on the iReady diagnostic

**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)

- Student continue to enter next grade at 2 or more grade levels below as indicated on the iReady diagnostic

#### SBAC ELA Distance from Level 3 (Homeless)

- Student continue to enter next grade at 2 or more grade levels below as indicated on the iReady diagnostic

#### SBAC ELA Distance from Level 3 (Students w/Disabilities)

- Student continue to enter next grade at 2 or more grade levels below as indicated on the iReady diagnostic

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

**SBAC ELA Distance from Level 3 (Students w/Disabilities)**

- Use of the Guaranteed Viable Curriculum for students with special needs
- Students continue to enter grade level at 2 or more grade levels below as indicated on the iReady diagnostic

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

- Use of the Guaranteed Viable Curriculum for students with special needs
- Students continue to enter grade level at 2 or more grade levels below as indicated on the iReady diagnostic

**SBAC Math Distance from Level 3 (Homeless)**

- Specific support from mentors have supported a decrease in behaviors impeding learning
- Students continue to enter grade level at 2 or more grade levels below as indicated on the iReady diagnostic

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

- Specific support from mentors have supported a decrease in behaviors impeding learning
- Students continue to enter grade level at 2 or more grade levels below as indicated on the iReady diagnostic

- Student continue to enter next grade at 2 or more grade levels below as indicated on the iReady diagnostic

**SBAC Math Distance from Level 3 (Homeless)**

- Student continue to enter next grade at 2 or more grade levels below as indicated on the iReady diagnostic

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

- Student continue to enter next grade at 2 or more grade levels below as indicated on the iReady diagnostic

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

- Adjustments were made concerning the behavior support systems to help reduce suspensions and behaviors impeding student learning
- At the end of quarter 1, the ROAR Room (Restoring Opportunities for Academics and Relationships helped keep students engaged in learning while out of the classroom
- At the end of quarter 1, select students were allowed to be in the Care and Connect Center for unstructured time to help prevent behaviors and build positive relationships with the aforementioned students
- Data chats with individual teachers were replaced by data chats with PLCs to reinforce the PLC work

**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.**

- Reading interventions during the school day and after school will begin at week 6 instead of the start of the 2nd semester-Goal 1 Action 1
- Regional work will take place around Reading Foundational Skills work for all k-2 teachers with the support of Literacy Coaches to include at least 4 days of subs to cover 4 days of planning, training and data analysis with the Literacy Coach-Goal 1 Action 1
- CES will not be involved in the Regional Math Work, but will organize times with math coaches as PLCs to plan, train, implement and be involved in data analysis. An effort will be made for math coaches to provide model/demo lessons-Goal 1 Action 2
- Each PLC will choose which format they will use for CFAs for both ELA and Math. Choices involve Wonders/GoMath online assessments, IABs or iReady quizzes. Data walls will be posted in each room to keep track of how students are doing on the CFAs every 3 weeks on the essential standards chosen as the focus-Goal 1 Actions 1 and 2
- A full time social worker will be added to offer more flexibility in having group counseling sessions, response to crisis, visits with families after school and extra support for Tier 2/3 needs in the classrooms-Goal 4 Action 2
- An additional mentor will be implemented, along with extending mentor hours to 6 for each to cover the entire student day-Goal 4 Action 2
- FCOE/Fresno Country Mental Health will be providing 20 hours of onsite counseling at no cost-Goal 4 Action 2



**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:

Reviewed what staff had shared  
Need more parent involvement  
Need help with supervision of traffic before and after school

**2** ELAC:

Reviewed what staff had shared  
Need Bilingual classroom support  
Need more parents involved  
Need supervision of traffic before and after school  
Need to work on bullying more because it is a problem and exhausting for parents

**3** Staff:

Staff Time on 01-14-20

PLUS

- Positive reinforcement in the area of working out negative problems at home
- Mentor support
- Extra support to SEL (Room 30)/mentors

I wish my kiddos had updated technology

- I like the soc emotional community and such, the monthly rallies, cougar bucks
- Room 30

2. P.A.W.S.

- 1. Care and Connect
- 2. Consistent P.A.W.S. reminder across campus...
- Behavior Support
- Having Mrs. Nikki, Mr. Camargo, Mr. T and NTAS x2
- Restorative practices
- The support with adult supervision during recesses
- Student engagement with a variety of clubs
- iReady
- Our Admin is very supportive, and I am very glad to be at Columbia
- Separating the positive and negative into Rm 30 and 14
- iReady – Rm T-14
- Many adults supervising play area. Helps reduce playground issues.
- Support staff that helps students in specific areas Mr. Rivard and focusing on the positive.
- Tier 2/3 behavior support ( I know it's a long road, but can see from the data it's a plus)
- Social Emotional support and iReady

- Behavior modification and student support T30 and T14
- Increase in extracurricular activities for our kids to have access to opportunities they may not have at home.
- Room T-14, chance tickets and Cougar cash

#### DELTA

- Room 30; we need more aides
- Need more mentors and care and connect room
- AR por favor!!
- O.AR and Care and Connect \*Continue to modify
- Social Emotional Teacher or G30 trained aide
- Reading Program for struggling students -afterschool – or pull out program
- Better way to deal w/ Tier 3 students that recruit others that normally would “comply”
- Interventions for struggling students
- Conference/ training for new teachers to grow
- Spending more money or same amount on behavior as this seems to be the biggest challenge
- Full time aides in K and or keep K w/lowest number students as possible
- Students use of tablets when they misbehave to keep then busy. Students walking around hallways.
- Kindergarten Needs Aides!!!
- There are many students (still) running and screaming in the hallway.
- Students responsibility- no extra curricular if they can’t control their and behavior and week T 14 so students don’t want to go there
- How effective is Room 30?
- What is the diff between Rm 30 and T14?
- More/some \$ for after school tutoring for individual classes.
- Computer replacement needs to happen! Social emotional support services behavioral intervention
- Copier down
- Restorative practices only enables and encourages misbehavior
- More funding for sports Bballs, Track, equipment etc.
- Concern about working with social worker hasn’t been positive situation

From Classified:

Inform Pre K for training at start of year

Having Onsite and RP Counselor is a positive

Need to help with tier 2/3 behaviors (NTAs would like to help more)

From NTAs

Plus

+Ball Room Check in and out x4

+ Just talking to right to kids when talked to

+ Just being there when they're in need that helps the kids a lot!

+ Parent involvement. Let the parent chaperon student for a day. Stay calm, while talking to students, so they stay calm also.

+ Understanding child while upset.

+ Giving them examples of cartoons.

+ Smiling always even when they are upset. Gives good vibes. Let them know that the school is a safe place and can talk to any one of the staff.

+ High expectation

Delta:

- When teachers (mainly 6<sup>th</sup> grade) allow more than 1 student to the restroom at a time x4
- Would like more benefits for students living by PAWS.
- Like to invite parents to lunch day with kids
- Sending back to class right away. They need more time to cool off.
- Work effectively with teachers, administrators, and students

## Action 1

**Title:** Academic Achievement in English Language Arts (ELA)

### Action Details:

- By 2021 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. A balanced literacy approach will be implemented to include:
  - Tk-2
    - IPG 2A: Challenging Content (Complex Text)
    - IPG 2B: Challenging Content (Complex Task)
    - IPG 2C: Challenging Content (Foundational Skills)
  - 3-6
    - IPG 2A: Challenging Content (Complex Text)
    - IPG 2B: Challenging Content (Complex Task)
- Focus on early literacy support through the Curriculum/Instruction department providing additional coaching to teacher K-2 focused on
- 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
- Additional interventions for grades 3-4 reading will be coordinated beginning at week 6 by the Designated TSA and VP
- Focus will be given to the ELA IPG to provide teaches and PLC Teams feedback on Tenet #2 Rigor and #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-There will be separate SST days for SEL and Academics
- 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
- PLCs will have a planning day each quarter which will include a PLC data chat with admin around focus students and 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**

All Grade levels will use the iReady diagnostic at the beginning, middle and 3rd quarter of the school year to:

Set learning targets/goals for the school year

Make long term and short term instructional plans using the Wonders

Group students and support intervention time in the afternoons

Additional support will be targeted for African American, Homeless, Special Needs and EL populations

Grades 3-6 will use SBAC results for planning targeted instruction around essential standards needing extra attention

All grades will be given a choice for CFAs every 3 weeks. CFAs to be developed around essential standards. Data walls will be used to show class progress toward meeting the standards. Choices include:

1. The use of Wonders Online Assessments or
2. The use of iReady quizzes or
3. Grades 3-6 The use of IABs/FIABs

**Owner(s):**

Administration

TSA

Lead Teachers

**Timeline:**

Beginning of the year

Middle of 2nd quarter

Near the end of the 3rd quarter

CFAs every 3 weeks

Additional iReady diagnostics can be used by the PLC at other times

**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/FIABs 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/FIABs to begin using in October of 2020
- 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, Homeless and African American student

**Owner(s):**

Administration

TSA

Lead Teachers

Teachers

**Timeline:**

Every 3 weeks with a CFA moving to a CSA

Use of IABs per grades 3-6 at least once a quarter during the 1st 3 quarters

Use of iReady Diagnostics

Use of Wonders Online Assessment data as chosen for CFA by the PLC

Use of iReady data from the quizzes as chosen for CFA by the PLC

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

- The use of the ELA IPG to provide data on Tenet #2b Rigor and #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.
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, ELL, African American, Foster, specific grade levels based on site data)
- All students will receive Tier I instruction daily with the use of strong first teaching and learning and access to essential grade-level curriculum
- Teacher will utilize the Wonders GVC online tools as needed to support 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.
- The Designated TSA and VP 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, Homeless 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 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 have grade level planning days to analyze data with the use of grade level assessment reports, iReady diagnostic and growth monitoring reports, GVC online assessment dashboard and IAB/FIAB reports.
- Teachers and teams will use specific data from the aforementioned to identify groups for intervention and targeted instruction by student/by standard.
- Professional Learning will take place with the Curriculum Instruction department/Literacy Coaches to support K-2 teachers
- Copier Lease and direct maintenance and repairs
- Poster machine maintenance, repairs, and supplies
- Instructional materials and supplies to support student learning
- Technology such as laptops, tablets, etc.

**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
- Development, by each PLC, of a specific plan to prepare students for the ELPAC
- A daily 30 minute designated EL instruction component in the instructional schedule
- Designated and Integrated ELD focus
- ELPAC Assessors to support testing administration
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Increased parent involvement for EL students

**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
- The Administrators 6-8 Week Plan will have specific actions in support of African American, Homeless, EL and Special Needs student groups
- A Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the ATSI 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

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

- Parents will be encouraged to attend Back to School, Open House, Dances, Awards' Assemblies, Parenting Meetings, School Site Council Meetings and Family 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

**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 Every Neighborhood Revitalization
- Continue parenting class every week

- Add a family nutrition class each month

## Action 2

**Title:** Academic Achievement in Math

### Action Details:

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- 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
  - Use of the 5 Es
  - Ensure 3 Areas:
    - Conceptual Learning
    - Application/Problem Solving
    - Procedural/Computation Fluency
- 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 coordinated by the Designated TSA and VP
- Focus will be given to the Math IPG to provide teachers and PLC Teams feedback on Tenet #2b Rigor and #3 Student Ownership
- Procedural/Computation Fluency supports to include:
  - GoMath Materials/Fluency Resources "Strategies and Practice for Skills and Facts Fluency"
  - K-3 Common Core Assurance
  - 4-6 As Needed Based on Data Using Suggested Levels
- Special Education Teachers work in collaboration with PLC Teams to identify gaps and plan on addressing gaps
- Work will continue to 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**

All Grade levels will use the iReady diagnostic at the beginning, middle and 3rd quarter of the school year to:

Set learning targets/goals for the school year

Make long term and short term instructional plans using the Wonders

Group students and support intervention time in the afternoons

Additional support will be targeted for African American, Homeless, Special Needs and EL populations

Grades 3-6 will use SBAC results for planning targeted instruction around essential standards needing extra attention

All grades will be given a choice for CFAs every 3 weeks. CFAs to be developed around essential standards. Data walls will be used to show class progress toward meeting the standards. Choices include:

1. The use of Wonders Online Assessments or
2. The use of iReady quizzes or
3. Grades 3-6 The use of IABs/FIABs

**Owner(s):**

Administration

TSA

Lead Teachers

**Timeline:**

Beginning of the year

Middle of 2nd quarter

Near the end of the 3rd quarter

CFAs every 3 weeks

Additional iReady diagnostics can be used by the PLC at other times

**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/FIABs 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 2020
- 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, Homeless and African American student

**Owner(s):**

Administration

TSA

Lead Teachers

Teachers

**Timeline:**

Every 3 weeks with a CFA moving to a CSA

Use of IABs/FIABs per grades 3-6 at least once a quarter during the 1st 3 quarters

Use of iReady Diagnostics

Use of Wonders Online Assessment data as chosen for CFA by the PLC

Use of iReady data from the quizzes as chosen for CFA by the PLC

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

- The use of the Math IPG to provide data on Tenet #2 Rigor and #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.
- Teacher will utilize the GoMath online resources.
- Teachers will utilize i-Ready instruction for Tier II and Tier III support. A scheduled RTI time each day will allow for this support.

- The Designated TSA and VP 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, Homeless 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, iReady diagnostic and growth monitoring reports, GVC online assessment dashboard and IAB reports.
- Teachers and teams will use specific data from the aforementioned to identify groups for intervention and targeted instruction by student/by standard.
- Copier Lease and direct maintenance and repairs
- Poster machine maintenance, repairs, and supplies
- Instructional materials and supplies to support student learning
- Technology such as laptops, tablets, etc.

#### Specify enhanced services for EL students:

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- 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
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Increased parent involvement for EL students

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

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- Parents involvement opportunities will include Back to School Night, Open House, Dances, 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:

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- Identified student group data will be analyzed for data chats, intervention supports and for teacher/teams analysis for CFAs and CSAs
- The Administrators 6-8 Week Plan will have specific actions in support of African American, Homeless, EL and Special Needs student groups
- A Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the ATSI 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:

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- 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:

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- 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:

SBAC Results  
ELPAC Results  
iReadyDiagnostics Throughout the School Year  
CFAs Developed by PLC Choice (See ELA)

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 , i-Ready diagnostics, ELPAC, SBAC, PLC Choice CFAs

Owner(s):

TSA  
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.
- ELPAC Assessors to support testing administration

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 ot support EL leaerning 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, iReadyDiagnostics and SBAC to identify students who are falling behind and need immediate intervention through the ELD after school tutoring or RTI time in the 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):**

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- The targeted actions for parent involvement will be provided in partnership with Parent University.
- Data and actions will be shared with the SSC and ELAC.
- 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, Family/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:**

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- 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.

# 2020-2021 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	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries-Grade level planning, IEP's, SST's, date chats, professional learning, etc. SPSA# G1A1/G1A2	7,499.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Instructional items, paper (copy, construction, etc), laminating film, poster maker materials, PO's for materials & supplies, warehouse orders, apparel, banners, etc. SPSA# G1A1/G1A2/G2A1/G4A2 SPLIT-FUNDED (7090/7091) BUDGETED ITEMS- Student of the Month \$2,000.00 Student Awards \$2,000.00 Positivity Project Shirts \$5,000.00 Cougar T-Shirt \$7,000.00 College Signs, PAWs poster, banners \$2,500.00 Medals for Rally's \$1,500.00 Poster Machine Supplies \$2000.00 Office Depot \$18,000 Warehouse Orders, including xerox paper, misc. PO's, etc. \$17,176	25,555.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance: Technology repairs SPSA#G1A1/G1A2	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics: Posters, banners, printing, etc. (Positivity Project, etc.) SPSA#G1A1/G1A2/G2A1/G3A1/G3A2	600.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitute Salaries-Grade level planning, IEP's, SST's, date chats, professional learning, etc. SPSA# G1A1/G1A2	7,501.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies: Instructional items, paper (copy, construction, etc), laminating film, poster maker materials, PO's for materials & supplies, warehouse orders, apparel, banners, etc. SPSA# G1A1/G1A2/G2A1/G4A2 SPLIT-FUNDED (7090/7091) BUDGETED ITEMS- Student of the Month \$2,000.00 Student Awards \$2,000.00 Positivity Project Shirts \$5,000.00 Cougar T-Shirt \$7,000.00 College Signs, PAWs poster, banners \$2,500.00 Medals for Rally's \$1,500.00 Poster Machine Supplies \$2000.00 Office Depot \$18,000 Warehouse Orders, including xerox paper, misc. PO's, etc. \$17,176	31,621.00
G1A2		Instruction	Nc-Equipment				14,000.00

## 2020-2021 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	Sup & Conc	Instruction	Nc-Equipment			Technology for students and staff including laptops, tablets, projectors, projector bulbs, chargers, communication radios and parts, etc. SPSA# G1A1/G1A2/G4A1	14,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease, maintenance, repairs, etc. SPSA# G1A1/G1A2	2,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting SPSA #G1A3	660.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	Home School Liaison SPSA # G1A3/G4A1	28,635.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors SPSA# G1A3	3,500.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators SPSA#G1A3	1,136.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	Home School Liaison SPSA # G1A3/G4A1	28,632.00

**\$153,339.00**

## 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	20.907 %	30.195 %	2018-2019	37.195 %

**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

- All grade levels participated in field trips according to the work with the Goal 2 Office
- Extra funds were expended to support activities and athletics with new equipment, uniforms, additional equipment for some sports and adding track and field
- After school clubs were added to be able to serve students year round, male and female, in addition to what DPI offers through the work of the CWA
- Able to supply school with scoreboard, chalking equipment, soccer goals
- We did not procure the athletic stipend position due to shifting to our TSA

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

#### Goal 2 Participation Rate

- Currently, all groups are well represented in the Goal 2 work at Columbia
- Structures need to be identified and maintained in order to input data for student engagement (limited data has been input)

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

- Additional funds were identified in the 0172 budget to move into materials and supplies to provide for addition art supplies for the Art Club and additional recess equipment to support all grade levels
- An Athletic Director stipend was not paid due to the decision by SSC to have the TSA provide such services to free up funds for some additional athletic supplies and equipment

**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.

- A system will be created, maintained and checked quarterly on entering student participation in the engagement tool
- New clubs will be created such as the return of the martial arts group, dance, choir and a sports skills/academic support via Image Church
- Student voice will be used to add clubs of interest to students

**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:

- Need more parent involvement
- Ask students what they would like for clubs and additional activities after school

**2** ELAC:

- Need more parent involvement

**3** Staff:

- Need additional extra-curricular activities after school for students
- Need to procure more equipment for athletics so programs have equality

### 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 to showcase talents
- Focus on behavior interventions to support students staying engaged-Behavior Huddles, work with Culture Climate Team
- Quarterly update engagement data in the engagement tool

**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 groups

**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
- Climate Culture team meetings
- Care and Connect Room and ROAR Room staffed by mentors
- Cougar T-Shirts
- Motivational and engaging signs, posters, banners, etc.
- Rallies and assemblies with awards and medals, Student of the Month certificates and T-Shirts, Spirit Gear, etc.

- Awards' Assemblies and Student Work Showcase-refreshments for families and students, certificates for students, etc.
- Motivational and engaging assemblies such as "Krazy Karen"
- Resources as needed to support sound system for assemblies
- Hand in Hand Mentors to support students in the classroom and on campus throughout the day
- Cougar Den to support Cougar Cash for positive behavior incentives
- Classified/other classified support for targeted behavior support with the use of more time for NTAs and/or mentors
- Materials, supplies, and resources that support Social Emotional Learning and programs, Positive Behavior Supports, Climate Culture Team planning, MTSS processes, and student participation in enrichment and sports activities and all career opportunities generated from the central office 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.

## 2020-2021 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	Cons Svc/Oth			Krazy Karen : Krazy Karen Assembly SPSA#G2A1/G4A2	1,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Save Mart Card: School Involvement and Engagement materials, supplies, food, etc. for participation in school activities, meetings, etc. SPSA# G2A1/G1A1/G1A2/G1A3/G4A2	4,000.00

**\$5,000.00**



**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 %	96.512 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	93.056 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	96.875 %	2018-2019	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**  
Took advantage of all district opportunities

**Exposure to Careers - 4th Grade**

**Exposure to Careers - 6th Grade**

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

**Exposure to Careers - 3rd Grade**

**Exposure to Careers - 4th Grade**

**Exposure to Careers - 6th Grade**

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

**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.

**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:

**2** ELAC:

**3** Staff:

## 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-Posters with PAWS and indicators for each criteria will be continued and adjusted as needed
- 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
- Have Climate Culture Team work on learning and teaching staff about the MTSS processes and how they apply to the work at Columbia
- Will pilot The Positivity Project:
  - Purchase subscription of daily lessons and teacher resources
  - Purchase P2 shirts for all students and staff
  - Purchase P2 Branding Packages for banners, posters and word wall items
  - Use training materials to train all staff
  - Use materials as the basis for morning meetings
  - Use provided calendar for Character Strength weekly focus
  - Communicate P2 to parents on a regular basis
  - Incorporate the Climate Culture Support person from DPI to learn alongside us in the work
  - Provide teacher feedback to DPI about the comparison of P2 with the Second Step
- A full time social worker will be added to offer more flexibility in having group counseling sessions, response to crisis, visits with families after school and extra support for Tier 2/3 needs in the classrooms-Goal 4 Action
- An additional mentor will be implemented, along with extending mentor hours to 6 for each to cover the entire student day-Goal 4 Action
- FCOE/Fresno Country Mental Health will be providing 20 hours of onsite counseling at no cost-Goal 4 Action

**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

Use of behavior data to evaluate the impact of the P2

**Owner(s):**

Principal/VP/Lead Teachers/Office Manager  
Administration, Climate Culture Team, TSA and Staff

**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"

Use of MTSS language by more staff members each month and deeper understanding of the processes at Columbia

**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 structure to present the 24 Character Strengths of the P2 Pilot
- Use of mindfulness for transition times
- Materials, supplies, and resources that support Social Emotional Learning and programs, Positive Behavior Supports, Climate Culture Team planning, MTSS processes, and student participation in enrichment and sports activities and all career opportunities generated from the central office level
- A full time School Social Worker to provide group counseling sessions, response to crisis, visits with families after school and extra support for Tier 2/3 needs in the classrooms
- The Positivity Project Resources for implementation-training materials, supplies, contract and subscription for services, and support, etc.
- Hand in Hand Mentors for student social, emotional, and behavioral support

**Specify enhanced services for EL students:**

- Embedded into morning meetings/P2 Curriculum

**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, Homeless 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	10 %	15.916 %	2018-2019	13.916 %
Suspensions Per 100	3 %	12.809 %	2018-2019	11.809 %
Chronic Absenteeism (Students with Disabilities)		23 %	2018-2019	21 %
Suspension Rate (Students w/Disabilities)		8.2 %	2018-2019	5.2 %
Chronic Absenteeism (Homeless)		40.6 %	2018-2019	38.6 %
Suspension Rate (Homeless)		20.6 %	2018-2019	17.6 %

**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**

Behavior huddles have been done on at least a monthly basis  
 Behavior huddles have not included attendance as planned  
 Groups for both highly at risk males and females have been restructured to support throughout the year  
 CWA has continued MBK  
 Mentors and the use of Care and Connect room and ROAR room have helped decrease suspensions and misbehaviors to this point.  
 Current Power BI data shows that chronic absenteeism is down overall from last year.  
 African American students show a decrease  
 Hispanic students show a decrease  
 Special Needs show a decrease  
 Homeless students show a dramatic increase

**Chronic Absenteeism (Homeless)**  
 Has increased dramatically  
 This needs to be a focus this coming school year

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

**Chronic Absenteeism**

Not sufficiently tracking specific students has been an issue. Accountability for our Brother's Keeper program has not happened as it should. Students in this group were students who were Tier 2/3 students and with complex social/emotional needs and family challenges.

**Chronic Absenteeism (Homeless)**  
 Our few homeless students are often calling in sick and contact numbers are changing. Also, at times, visits to the places where homeless students are staying are not possible because addresses don't exist or the student/family has moved on and not provided a forwarding address.

**Chronic Absenteeism (Students with Disabilities)**  
 Most absences in the area of students with disabilities are among our moderate to severe population who, when ill, are out for extended periods of time. Also, the moderate to severe population often has additional appointments for various needs according to their disabilities.

**Suspension Rate (Homeless)**  
 All supports available have gone to all student groups. The few homeless students we had, were students who were Tier 2/3 students and had some extreme social/emotional needs.

**Suspension Rate (Students w/Disabilities)**

**Chronic Absenteeism (Students with Disabilities)**

Efforts made with a consistent staff in Room 6 have helped

Efforts made by School Psychologist/RSP Teacher have helped this decrease

**Suspension Rate (Homeless)**

Suspensions for Homeless Youth have dropped significantly

Behavior Huddles happening

Care and Connect and use of ROAR room helping

**Suspension Rate (Students w/Disabilities)**

Dropped significantly

**Suspensions Per 100**

Current suspension numbers have dropped since September for each month

All supports available have gone to all student groups. Some of the top suspended students in this identified group were suspended several times with frequent behaviors that we attempted to correct. We offered supports through mentors, parent/student/teacher/admin. conferences, Restorative Practices counselor involvement and Behavior Intervention Specialist support from an outside agency. The behaviors were centered on safety issues of student on student and/or student on staff.

**Suspensions Per 100**

All supports available have gone to all student groups. We have only had 1 year of our Care and Connect Center and our R.O.A.R. Room (Restoring Opportunities for Academics and Relationships). These supports worked well, but needed additional adjustments, more intensive support than what was available, and more staff involved (for 20-21 we are hiring an additional mentor and extending all 3 mentor hours to the full day with students for added support for the Care and Connect Center and the R.O.A.R. Room. Students in this group were students who were Tier 2/3 students and with high level social/emotional needs.

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

- During implementation of the behavior huddles, only behavior data was analyzed regularly and not attendance
- The use of the Care and Connect Room changed to support only for de-escalation and alternate recess
- Higher level and knowledgeable social emotional skills needed to meet the needs of the students
- The ROAR (Restoring Opportunities for Academics and Relationships) room was added to help students continue with academics when on a time out from the classroom or on a class suspension. Also, mentors worked the room to offer social emotional support

**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.

- The Care and Connect Room will continue with support from a mentor and oversight by TSA for Intermediate Grades and VP for Primary Grades
- The ROAR Room will continue with support from a mentor and oversight by TSA for Intermediate Grades and VP for Primary Grades
- The ROAR Room process will be adjusted to ensure grade level work, mindfulness and a behavior reflection process is instituted consistently

**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:

**2** ELAC:

**3** Staff:

Reviewed all state dashboard, POWER BI and Behavior data  
Need to find a way to help with extreme behaviors

Reviewed all state dashboard, POWER BI and Behavior data  
Need to help with the behaviors

Reviewed all state dashboard, POWER BI and Behavior data  
Need support for Level 2/3 behavior needs  
Need to re-address the Care and Connect Room and the ROAR Room for consistency  
Students loss of privilege if behaviors continue

## Action 1

**Title:** Importance of Attendance

### Action Details:

- Use of weekly behavior meeting to address attendance, as well
- Use of My Brother'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
- A full time social worker will be added to offer more flexibility in having group counseling sessions, response to crisis, visits with families after school and extra support for Tier 2/3 needs in the classrooms
- HSL and/or School Social Worker to support habitually truant students and students/families with chronic absenteeism

**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, HSL, School Social Worker

**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:**

Mini 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
- Care and Connect Room and ROAR Room to adjust processes for greater support-staffed by mentors, overseen by VP and TSA
- Family atmosphere supported by every student receiving a Cougar T-Shirt to be a part of the school (To be worn every Friday)
- 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 3 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
- 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-Posters with PAWS and indicators for each criteria will be continued and adjusted as needed
- 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
- Have Climate Culture Team work on learning and teaching staff about the MTSS processes and how they apply to the work at Columbia
- Will pilot The Positivity Project:
  - Purchase subscription of daily lessons and teacher resources
  - Purchase P2 shirts for all students and staff
  - Purchase P2 Branding Packages for banners, posters and word wall items
  - Use training materials to train all staff
  - Use materials as the basis for morning meetings
  - Use provided calendar for Character Strength weekly focus
  - Communicate P2 to parents on a regular basis
  - Incorporate the Climate Culture Support person from DPI to learn alongside us in the work
  - Provide teacher feedback to DPI about the comparison of P2 with the Second Step
- A full time social worker will be added to offer more flexibility in having group counseling sessions, response to crisis, visits with families after school and extra support for Tier 2/3 needs in the classrooms
- An additional mentor will be implemented, along with extending mentor hours to 6 for each to cover the entire student day
- FCOE/Fresno County Mental Health will be providing 20 hours of onsite counseling at no cost

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):**

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- 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
- The Positivity Project will be the guiding curriculum for the morning meetings
- The Positivity Project will enhance on school wide focus on character strengths
- Climate Culture team meetings
- Care and Connect Room and ROAR Room staffed by mentors
- Cougar T-Shirts
- Motivational and engaging signs, posters, banners, etc.
- Rallies and assemblies with awards and medals, Student of the Month certificates and T-Shirts, Spirit Gear, etc.
- Awards' Assemblies and Student Work Showcase-refreshments for families and students, certificates for students, etc.
- Motivational and engaging assemblies such as "Krazy Karen"
- Resources as needed to support sound system for assemblies
- Hand in Hand Mentors to support students in the classroom and on campus throughout the day
- Cougar Den to support Cougar Cash for positive behavior incentives
- Classified/other classified support for targeted behavior support with the use of more time for NTAs and/or mentors
- Materials, supplies, and resources that support Social Emotional Learning and programs, Positive Behavior Supports, Climate Culture Team planning, MTSS processes, and student participation in enrichment and sports activities and all career opportunities generated from the central office level
- Home School Liaison to make home visits for attendance related concerns, parent outreach and support, and translating home/school communications
- Full-time School Social Worker to provide group counseling services, response to crisis, visits with families and support for Tier 2/3 needs on campus

**Specify enhanced services for EL students:**

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See next box for supports for all students.

**Specify enhanced services for low-performing student groups:**

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- We will continue to deepen the work of Multi-Tiered System of Support
- 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
- Maintain common understanding of MTSS framework and continue building knowledge
- Continue to 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 a mentor



- The use of Mentor increasing to 3 mentors 6 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 beginning of 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, the Homeless 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

## 2020-2021 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
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation & Engagement: Materials and supplies for parent meetings, Title 1, Parent University, Back to School, Open House, etc. (No Food/Incentives) SPSA# G1A3/G4A1	1,637.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (3 Mentors) *SPLIT-FUNDED (7090/3010)	55,473.00
G4A2	Sup & Conc	Instruction	Bks & Ref			: Positivity Project Subscription SPSA# G3A1/G4A2	1,500.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (3 Mentors) *SPLIT-FUNDED (7090/3010)	9,527.00
G4A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000	School Social Worker SPSA # G3A1/G4A2	110,821.00

**\$178,958.00**

## 2020-2021 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	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries-Grade level planning, IEP's, SST's, date chats, professional learning, etc. SPSA# G1A1/G1A2	7,499.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Instructional items, paper (copy, construction, etc), laminating film, poster maker materials, PO's for materials & supplies, warehouse orders, apparel, banners, etc. SPSA# G1A1/G1A2/G2A1/G4A2 SPLIT-FUNDED (7090/7091) BUDGETED ITEMS- Student of the Month \$2,000.00 Student Awards \$2,000.00 Positivity Project Shirts \$5,000.00 Cougar T-Shirt \$7,000.00 College Signs, PAWs poster, banners \$2,500.00 Medals for Rally's \$1,500.00 Poster Machine Supplies \$2000.00 Office Depot \$18,000 Warehouse Orders, including xerox paper, misc. PO's, etc. \$17,176	25,555.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance: Technology repairs SPSA#G1A1/G1A2	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics: Posters, banners, printing, etc. (Positivity Project, etc.) SPSA#G1A1/G1A2/G2A1/G3A1/G3A2	600.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitute Salaries-Grade level planning, IEP's, SST's, date chats, professional learning, etc. SPSA# G1A1/G1A2	7,501.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies: Instructional items, paper (copy, construction, etc), laminating film, poster maker materials, PO's for materials & supplies, warehouse orders, apparel, banners, etc. SPSA# G1A1/G1A2/G2A1/G4A2 SPLIT-FUNDED (7090/7091) BUDGETED ITEMS- Student of the Month \$2,000.00 Student Awards \$2,000.00 Positivity Project Shirts \$5,000.00 Cougar T-Shirt \$7,000.00 College Signs, PAWs poster, banners \$2,500.00 Medals for Rally's \$1,500.00 Poster Machine Supplies \$2000.00 Office Depot \$18,000 Warehouse Orders, including xerox paper, misc. PO's, etc. \$17,176	31,621.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology for students and staff including laptops, tablets, projectors, projector bulbs, chargers, communication radios and parts, etc. SPSA# G1A1/G1A2/G4A1	14,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease, maintenance, repairs, etc. SPSA# G1A1/G1A2	2,000.00
G1A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting SPSA #G1A3	660.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	Home School Liaison SPSA # G1A3/G4A1	28,635.00

G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors SPSA# G1A3	3,500.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators SPSA#G1A3	1,136.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	Home School Liaison SPSA # G1A3/G4A1	28,632.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Krazy Karen : Krazy Karen Assembly SPSA#G2A1/G4A2	1,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Save Mart Card: School Involvement and Engagement materials, supplies, food, etc. for participation in school activities, meetings, etc. SPSA# G2A1/G1A1/G1A2/G1A3/G4A2	4,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation & Engagement: Materials and supplies for parent meetings, Title 1, Parent University, Back to School, Open House, etc. (No Food/Incentives) SPSA# G1A3/G4A1	1,637.00
G4A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (3 Mentors) *SPLIT-FUNDED (7090/3010)	55,473.00
G4A2	Sup & Conc	Instruction	Bks & Ref			: Positivity Project Subscription SPSA# G3A1/G4A2	1,500.00
G4A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentors (3 Mentors) *SPLIT-FUNDED (7090/3010)	9,527.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000	School Social Worker SPSA # G3A1/G4A2	110,821.00

\$337,297.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,770.00
Sup & Conc	7090	\$207,137.00
LCFF: EL	7091	\$72,390.00
<b>Grand Total</b>		<b>\$337,297.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$153,339.00
G2 - All students will engage in arts, activities, and athletics	\$5,000.00
G4 - All students will stay in school on target to graduate	\$178,958.00
<b>Grand Total</b>	<b>\$337,297.00</b>