

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 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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 Engagement 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

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. Leticia Valdez		X			
4. Amanda Hedgecock		X			
5. Edward Martinez		X			
6. Jason Spencer				X	
7. Ruth Cabrera				X	
8. Vanessa Guizar				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: Columbia Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mike Rivard		3/17/21
SSC Chairperson	Mark Vargas		3/17/21

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 2021/22

Columbia - 0095

ON-SITE ALLOCATION

3010	Title I	\$57,960 *
7090	LCFF Supplemental & Concentration	\$197,472
7091	LCFF for English Learners	\$77,760
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$22,304</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$355,496

* 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	\$1,512
Remaining Title I funds are at the discretion of the School Site Council	<u>\$56,448</u>
Total Title I Allocation	\$57,960

Columbia Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		29.45 %	2020-2021	36.45 %
I-Ready Math D2 On Level		23.13 %	2020-2021	30.13 %
I-Ready ELAD2 On Level (Students With Disabilities)		15.15 %	2020-2021	22.15 %
I-Ready Math D2 On Level (Students With Disabilities)		12.5 %	2020-2021	19.5 %
I-Ready ELAD2 On Level (Homeless)		100 %	2020-2021	100 %
I-Ready Math D2 On Level (Homeless)		0 %	2020-2021	7 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

- Use of GVC-Has had a positive impact in primary grades as that is where most of our iReady growth took place. The iReady data has been used for data chats for each PLC to discuss interventions needed by each teacher and look at grade level potential growth areas
- Use of IABs for intermediate grades-This did not occur thus yet. This has been a growth area that has limited intermediate students being assessed at the rigor of the grade level standards
- Intensive interventions at the primary grade levels to ensure reading growth-Intervention has just began with primary teachers selecting students in greatest need for additional supports in person on Mondays and 2 hours a week additional tutoring by each grade level.
- We have added the A4 after school reading program for 45 students-results have yet to be determined
- We also have added mentors to some of our primary students/groups to support reading growth and

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

I-Ready ELA D2 On Level

African American students continue to perform at low levels. An effort was made for additional reading support in cooperation with the A4 office. This needs to continue next year, if possible

I-Ready ELA D2 On Level (Homeless)

Only 1 student was identified as homeless. This students' ELA scores did increase much more so than math

I-Ready ELA D2 On Level (Students With Disabilities)

Our students with disabilities continue to perform well behind other students on campus

SDC students are receiving learning through the Unique system

I-Ready Math D2 On Level

our iReady data shows positive results

- Focus on IPG 2a, 2b and c was not as prevalent given the shift to remote learning and the PL involved in helping teachers master technology issues and lesson presentation in the remote format
- Focus on Reading Foundational Skills work with our region and the curriculum/instruction office- Preliminary data around iReady shows greater growth at primary than our intermediate grades
- Additional reading intervention at Grades 3-6 has only recently began with Monday in-person supports and the A4 initiative reading intervention
- The 6-8 Week Plans centered around EL, Special Needs, Homeless and English Learners. The focus ended up being around clarity as opposed to the sub groups. The sub groups continue to perform well below grade level

I-Ready ELA D2 On Level (Homeless)

Only 1 student was identified as homeless. This students' ELA scores did increase much more so than math

I-Ready ELA D2 On Level (Students With Disabilities)

Our SDC students are receiving learning through the Unique system

Students with disabilities continue to perform well behind other students on campus

I-Ready Math D2 On Level

African American students continue to perform at low levels. Time and resources were targeted at ELA/Reading this year.

I-Ready Math D2 On Level (Homeless)

Only 1 student has been identified as homeless and had growth in math, but remained well below grade level in the subject area

I-Ready Math D2 On Level (Students With Disabilities)

Students with disabilities continue to score well below grade level. Remote learning brought challenges for the support that we offered students learning grade level standards

African American students continue to perform at low levels. Time and resources were targeted at ELA/Reading this year.

I-Ready Math D2 On Level (Homeless)

Only 1 student has been identified as homeless and had growth in math, but remained well below grade level in the subject area

I-Ready Math D2 On Level (Students With Disabilities)

Students with disabilities continue to score well below grade level. Remote learning brought challenges for the support that we offered students learning grade level standards

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the pandemic, some funds and resources were used to simply find students and get them online.

Mentors had to be used for outreach at the start of the year. They made calls and home visits to ensure students were online, had transportation to a local church which operated a hub, and helped with tech issues including some in-person work to support iReady Diagnostic for the fall. Mentors eventually became responsible for housing the cohort students (2 groups of 10 students each) up to this point. They were able to help some in terms of our MTSS work with all 3 Tiers of students.

The School Site Social Worker was also involved in calls and visits to find students and help student with obstacles to get online for schooling. After the initial work around finding, she has continued to be a force in supporting Tier 2/3 behaviors and needs. She has been involved in over 200 situations with children, and in many cases, their families.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Greater emphasis will be made around supports for English Learners with:

A start of the year dive into data around EL students and plans teachers have to support-The Columbia “ELPAC” attack will begin at the start of the school year with school wide commitments to 2 strategies every class should be to commit to in supporting our EL students

A week of visits each month to provide teacher feedback around the 2 school wide commitments.

Once a month PL time used to review where our EL students are on CFA data and iReady data. Teachers can then discuss best practices for micro-adjustments.

With the current data around the pandemic, it is hoped that we can begin 21-22 with Mentors and the Site Social Worker immediately involved in supporting students with engagement and behaviors.

The PAC Team (Planning Advisory Committee-Principal, VP and TSA) will develop 6-8 week plans focused on the Sub Groups and their learning growth.

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:

Feedback was around the our EL students and the need to redesignate such

Image church would like to have more involvement in supporting learning and behaviors from the family side of things

The SSC members were very excited about how the MTSS work with Mentors and School Social Workers was going. They would like to see this continue

The SSC members-Parents/Community member believe the plan is very clear about the path we are taking

The SSC members were very pleased with the education their children are receiving

The SSC members believe that the teachers strive to explain the learning and are available for students who need extra help

2 ELAC:

ELAC Parents listed the following as needed priorities:

- Resource Counseling Assistant – Consideration of additional RCA to target site needs
- Social Emotional Support
- Extended Learning - Sciences, English, Math.
- Technology
- Instructional Materials (books, paper, copy machines, etc.)

3 Staff:

Feedback was around needing to be “Intentional” in our support of EL students

Several commented on the positive work with the School Site Social Worker

Several noted how the positivity project was making a huge impact and we should have more visuals about it around campus

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-This will be an area of focus from the start of school
- Additional intervention will be developed after school to support below grade level readers-will be coordinated beginning at week 6 by the Designated TSA and VP-The plan will be developed by the ILT in May of 2021 to begin the school year of 21-22
- Additional interventions for grades 3-4 reading will be coordinated beginning at week 6 by the Designated TSA and VP-The plan will be developed by the ILT in May of 2021 to begin the school year of 21-22
- Focus will be given to the ELA IPG to provide teachers 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 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
- During classroom visit follow ups with PLC Teams and individual teachers, specific attention will be given to Checking for Understanding being used and the use of such in order to make pivots in instruction for Tier 1 intervention.

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 CFA as appropriate for determining interventions needs to both remediate and accelerate students. 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-as the central data, along with iReady diagnostic, to have discussions as a PLC and staff around learning growth, next steps in terms of Tier 1 and 2 interventions and usage in data chats, teacher to student and teacher to teacher/administration
- Tools to be used in data monitoring include all areas of the PowerBi, iReady diagnostic and quizzes, Wonders and GoMath Assessments for CFAs
- PLCs will develop and process for data analysis to be used throughout the year
- PLCs will develop Essential Learnings that will be posted with samples of student work that meets the standard(s) in the hallway so all teachers can see and discuss in the context of vertical articulation

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:

- As needed 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 approximately 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

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
 - 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 as funding allows. Priority will be given to reading intervention
- 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
- During classroom visit follow ups with PLC Teams and individual teachers, specific attention will be given to Checking for Understanding being used and the use of such in order to make pivots in instruction for Tier 1 intervention.

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 GoMath
 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 as appropriate. 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 GoMath 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.
- Teachers 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 this can be subject to change depending on the needs of the students. 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:

- 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
- HSL to translate at Back to School Night in support of parents

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

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. With the support of staff, a school wide strategy(ies) will be planned as a commitment that all staff will support and implement
- During classroom visit follow ups with PLC Teams and individual teachers, specific attention will be given to Checking for Understanding being used and the use of such in order to make pivots in instruction for Tier 1 intervention

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
- iReady Diagnostics 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 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

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, iReady Diagnostics and SBAC to identify students who are falling behind and need immediate intervention through the ELD after school tutoring or RTI time in the

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

classroom during the school day

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			For quarterly planning days, data chats, SST day and IEP days. P. 4	7,389.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies: Instructional items, paper (copy, construction, etc.), laminating supplies, poster maker materials, POs for materials and supplies, warehouse orders, apparel, banners, etc. SPSA: G1/A1-3, G2/A1, G4/A2 Split funded (7090/7091) BUDGETED ITEMS: Student of the Month: \$2000 Student Awards: \$2000 Positivity Project Shirts: \$5000 Cougar T-Shirts: \$7000 College Signs, PAWS Posters and banners: \$2500 Medals for Rallies: \$1500 Poster Machine Supplies: \$2000 Office Depot: \$16704 Warehouse Orders, including copy paper, misc. POs, etc: \$16705	16,360.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance, and repairs SPSA: G1/A1-3	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: Technology Repairs SPSA: G1/A1-3	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Posters, Banners, printing, etc. (Positivity Project, etc.) SPSA: G1/A 1-3, G2/A1, G3/A1-2, G4/A1, G5/A1	600.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			For quarterly planning days, data chats, SST day and IEP days. P. 4	7,391.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies: Instructional items, paper (copy, construction, etc.), laminating supplies, poster maker materials, POs for materials and supplies, warehouse orders, apparel, banners, etc. SPSA: G1/A1-3, G2/A1, G4/A2 Split funded (7090/7091) BUDGETED ITEMS: Student of the Month: \$2000 Student Awards: \$2000 Positivity Project Shirts: \$5000 Cougar T-Shirts: \$7000 College Signs, PAWS Posters and banners: \$2500 Medals for Rallies: \$1500 Poster Machine Supplies: \$2000 Office Depot: \$16704 Warehouse Orders, including copy paper, misc. POs, etc: \$16705	39,049.00
G1A1	One-Time School	Instruction	Teacher-Supp				11,458.00

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	One-Time School	Instruction	Nc-Equipment			Technology for students and staff including, but not limited to, laptops, tablets, projectors, projector bulbs, chargers, communication radios and parts, etc. SPSA: G1/A1-3, G4/A1	10,846.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	To support communication with Spanish Speakers with phone calls, home visits and translation at meetings. Page #9	26,019.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Funding for ELPAC Assessors SPSA: G1/A3	3,500.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	To support communication with Spanish Speakers with phone calls, home visits and translation at meetings. Page #9	26,018.00

\$156,630.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	75 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

- Due to the pandemic, our students missed out on several activities promoting real world experiences
- An effort was made to have support, with the help of the Goal 2 office, around virtual experiences which some teachers used
- We did partner with the Every Neighborhood Partnership to bring the Eco Show for a virtual experience for all students
- Our career fair was cancelled and we hope to do that again next year with a fall and spring event for both 5th and 6th graders
- Many teachers used mystery science to support a real life experience with things in the home and neighborhood. At least 3 grade levels would like us to consider buying a site license for this

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

Student-centered real world learning experience - Site Defined

- The pandemic made it very difficult for experiences such as these

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- The pandemic forced us not to have students in very many of these experiences
- We missed the interaction with others in these settings by which our students could experience real life events. An example would be our annual science camp experience
- Although we were very limited, most of our attention and work was around getting students and teacher online and using a variety of online tools

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- ILT and PLCs will work to design real world learning experiences at each level to ensure students have an elementary educational career that prepares them for the real world, their current learning and future grade levels

- ILT and PLC will develop short surveys to discover what students enjoy and how well grade levels are doing around real world learning experiences
- Based on the opportunities offered to students, at least 75% of the total student population will participate in real-world learning experiences.

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 to take advantage of virtual experiences as much as possible by having PLCs learn about resources and choose 1 per quarter to try
- SSC members very satisfied with learning experiences in the past

2 ELAC:

ELAC Parents listed the following as needed priorities:

- Resource Counseling Assistant – Consideration of additional RCA to target site needs
- Social Emotional Support
- Extended Learning - Sciences, English, Math.
- Technology
- Instructional Materials (books, paper, copy machines, etc.)

3 Staff:

- Can we have the career fair again?
- Can we purchase a site license to mystery science?
- Can we purchase other site licenses to support social studies and science learning?
- Staff would like us to look at more field trips for opportunities that align with the learning for real world experiences

Action 1

Title: Expanding Real-World Learning Experiences

Action Details:

- Work will be done through the ILT and PLCs to design real-world learning experiences that correlate with curriculums of ELA, Science and Social Studies. 1 per quarter per PLC
- The Career Fair will be reinstated for the fall and spring. This will culminate with an end of the year project of a student's career choice to be presented to families
- PLCs will explore field trip, virtual and in person, above and beyond district offerings. 1 per semester, per PLC

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

- Each activity/event will be preceded, and followed by, a student survey to gather data about student growth, areas of strength and potential growth areas for the next activity/event

Owner(s):

- Each PLC

Timeline:

- Each Activity/Event

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

- Work will be done through the ILT and PLCs to design real-world learning experiences that correlate with curriculums of ELA, Science and Social Studies. 1 per quarter per PLC

- Subscribe to Mystery Science, Scholastic News, Time Magazine for Kids
-
- The Career Fair will be reinstated for the fall and spring. This will culminate with an end of the year project of a student's career choice to be presented to families
- PLCs will explore field trip, virtual and in person, above and beyond district offerings. 1 per semester, per PLC

Specify enhanced services for EL students:

- See Goal 1 for academic supports for EL students

Specify enhanced services for low-performing student groups:

- A concentrated effort will be made to support:
- Engagement of Special Needs' students, African American students and English Learners

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		30.43 %	2020-2021	28.43 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		42 %	2020-2021	40 %
Suspensions students with 1 or more (Students With Disabilities)		0 %	2020-2021	0 %
Chronic Absenteeism (Homeless)		0 %	2020-2021	0 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Adding a Social Worker on site full time. this has helped us have a more immediate response to student and family needs. As a result, our Social Worker has made at least 200 documented contacts with students and/or families
- Increasing mentors from 2 to 3 and hours from 5 to 6. This has helped us be able to, again, respond quickly to needs and have more check ins with students. As a result, our Mentors have accomplished some 80 home visits

Chronic Absenteeism (Homeless)

- See above

Chronic Absenteeism (Students with Disabilities)

- See above
- However, given the pandemic, we did have issues trying to get our Moderate/Severe students logged in. Several families would not support the remote learning environment. Having our Mondays has helped increase attendance in these areas

Suspensions students with 1 or more

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

Chronic Absenteeism

- We continue to see chronic absenteeism be much higher with our African American and Students with Disabilities groups. We must be more intentional in terms of focusing on those groups to provide encouragement and resources to have attendance improve

Chronic Absenteeism (Homeless)

- Not applicable

Chronic Absenteeism (Students with Disabilities)

- See above

Suspensions students with 1 or more

- See previous information on suspensions

Suspensions students with 1 or more (Homeless)

- See previous information on suspensions

Suspensions students with 1 or more (Students With Disabilities)

- See previous information on suspensions

- We have had no suspensions for this school year. This is a result of the remote learning environment and an new model of MTSS we've developed with our Social Worker, RP Counselor, TSA and Mentors
- Regular meetings every 2 weeks to discuss attendance has helped us build an attendance by month from 80% ADA in August to 90.61% ADA in February
- Regular student support meetings of the above mentioned members has allowed us to respond quickly to student and family needs. We have also been able to provide a more rigorous schedule of SSTs to ensure we are helping teachers develop adequate supports for struggling students

Suspensions students with 1 or more (Homeless)

- See above

Suspensions students with 1 or more (Students With Disabilities)

- See above

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Given the pandemic, we adjusted the work of our Mentors, Site Social Worker and RP Counselor
- We did institute our new MTSS process and weekly/biweekly meetings but all remotely
- We had mentors checking on students online after we used our mentors for finding students and getting them online
- Mentors were involved in home visits and many phone calls as opposed to operating our Care and Connect Room and our ROAR Room
- The Site Social Worker helped find students/families with a number of home visits at the beginning of the school year
- We have had to use mentors to help supervise and support our cohorts once they were on campus
- There was some confusion about the work of the CWA. We have adjusted and are finding additional ways to use her gifts and talents

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Next year we will be:
- Based on chronic absenteeism from students with disabilities and African American students, we will be focusing on those groups in our weekly/biweekly meetings
- We will continue to refine our MTSS process and make application to being back in person (We are hoping that in person we will see a continue change in student behaviors and suspension)
- We will begin calls and home visits much sooner next year-by week 2
- We will continue to refine the work of our CWA

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:

- Continue to use the new MTSS process
- Continue with the Social Worker
- Continue with the mentors

- Our DELAC Rep is also on our SSC and so SSC information rests here as well

- The social worker has been a positive addition

Action 1

Title: Increase Student Opportunities and 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.

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Increase Opportunities for Social-Emotional Support

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 3 mentors/5 days per week to support students in the classroom-addressing Tier 1/2 behaviors
- 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
- 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
- Morning Meetings/Class Meetings will be held daily, at a minimum, and monitored by administrations walking through at least once a month with a lens on the beginning of the day (The GVC for SEL is Second Step)
- Teachers will learn about the Second Step resources at the beginning of the year PL and will receive a calendar of the year's topics/lessons
- Will continue 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 training around the resources in the Second Step Curriculum as needed
- Continue to support a full time social worker 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
- FCOE/Fresno County Mental Health will be providing onsite counseling at no cost
- Continued efforts around the Restorative Process will include:
 - 2 focus grade levels with the greatest need based on PowerBi data around behaviors and attendance will provide most of the opportunity for the part-time RP Counselor
 - Teachers at the grade level will receive additional training during PLC with the RP Counselor
 - The RP Counselor will provide foundational training at the beginning of the school year and PLC/Individual Staff support 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

- 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
- 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 and Positivity Project 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:

- 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
- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Crazy Karen Rallies/Assemblies SPSA: G1//A1-3, G3/A2	1,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 3 mentors *SPLIT FUNDED (7090/3010) SPSA: G3/A1-2	56,000.00
G3A2	Sup & Conc	Instruction	Bks & Ref			Positivity Project Subscription SPSA: G2/A1, G3/A1	2,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 3 mentors *SPLIT FUNDED (7090/3010) SPSA: G3/A1-2	13,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000	To support on campus group and modified counseling, be a liaison between All4Youth and the site, threat assessments, work with families in a variety of areas of need, work with staff to support students with Tier 1, 2 and 3 behaviors. P. 16	118,504.00
G3A2	Sup & Conc	Attendance & Social Work Services	Local Mileag			Mileage reimbursement for HSL Home Visits SPSA: G3/A1-2	600.00

\$191,104.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		75.46 %	2019-2020	85.46 %
Student Survey - Caring Adult (African American)		82.76 %	2019-2020	90 %
Student Survey - Caring Adult (English Learner)		82.89 %	2019-2020	90 %

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.

<p>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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.</p> <p>Staff Goal - Site Defined</p> <ul style="list-style-type: none"> • Increase recruitment and retention of staff to reflect diversity of our community <p>Staff Survey – Overall Positive in Belonging Domain</p> <ul style="list-style-type: none"> • Staff Goal - Site Defined: On the Staff Survey, the rating for the Sense of Belonging will increase 10% in 2020-2021 <p>Student Survey - Caring Adult (African American)</p> <ul style="list-style-type: none"> • Student Survey Results: African American Students - Caring Adult: 83% Goal: Increase by 7% <p>Student Survey - Caring Adult (English Learner)</p> <ul style="list-style-type: none"> • Student Survey - EL Students: 83% Goal: increase by 7% 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.</p> <p>Staff Goal - Site Defined</p> <ul style="list-style-type: none"> • SEL training for staff • Continued Cultural Proficiency Training for Staff <p>Staff Survey – Overall Positive in Belonging Domain</p> <ul style="list-style-type: none"> • Staff will benefit from SEL training to promote self-care and better support students with issues that may affect academic performance <p>Student Survey - Caring Adult (African American)</p> <ul style="list-style-type: none"> • Staff will benefit from continued Cultural Proficiency training to expand their ability to support our African American students <p>Student Survey - Caring Adult (English Learner)</p> <ul style="list-style-type: none"> • Staff will benefit from continued Cultural Proficiency training and PLs around English Learner supports to expand their ability to support our ELs
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Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

To increase staff recruitment and retention of a diverse staff:

- Staff will continue with Cultural Proficiency Training to support staff in engagement with our highest needs student

- Staff will receive Professional Development on Social/Emotional Learning with the use of the Positivity Project and All4Youth in order to support students
- When positions open, we will work with HR to post opportunities to apply to the greatest pool possible

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Based on Steps 1 and 2:

- When jobs open up, we will work with HR to recruit applicants from a wide variety of sources
- Survey data will be shared with staff. We will continue to have input from PLCs, ILT, MTSS, and Climate and Culture teams to share voice in decision making where possible
- All PLs will continue to open with Care Before Content.

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:

- SSC members believe staff is strong and that teachers explain learning and are available for students needing help

2 ELAC:

ELAC Parents listed the following as needed priorities:

- Resource Counseling Assistant – Consideration of additional RCA to target site needs
- Social Emotional Support
- Extended Learning - Sciences, English, Math.
- Technology
- Instructional Materials (books, paper, copy machines, etc.)

3 Staff:

- Staff feedback indicates wanting to work with local universities and colleges to help recruit a diverse pool on candidates

Action 1

Title: Increased recruitment and retention of diverse staff

Action Details:

Columbia will recruit and retain highly qualified staff to reflect the diversity of the students and community

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

- Cultural Proficiency Training
- SEL Training for Teachers
- PL Needs Assessment
- Staff Climate and Culture Survey
- PL to support ELs

Owner(s):

- Admin, TSA, CCT
- Admin, TSA
- Admin, Lead Teachers
- Admin
- Admin, TSA

Timeline:

- Quarterly
- Quarterly
- Quarterly
- Fall and Spring
- Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Staff will continue Cultural Proficiency training, utilizing the book, "Culturally Proficient Instruction."
- SEL training for staff by AI4Youth
- Needs Assessment will be given to PLCs at the beginning of each quarter. Admin, TSA, and Lead Teachers will review and plan Professional Learning
- Staff will be given the opportunity to share voices in decision making where possible
- When job positions become available, work closely with HR to recruit from the most diverse pools available.
-

Specify Professional Development or Staff Services to support EL students:

- PL will develop capacity to best support EL students and prepare them to reach their redesignation goals.
- Cultural Proficiency training will develop teachers' capacity to support the SEL needs of our EL students.

Specify Professional Development or Staff Services to support low-performing student groups:

- SEL Training by AI4Youth to support the social/emotional needs of our lowest-performing students
- Partner with Image Church and Every Neighborhood Partnership to develop volunteers from area churches (make sure area churches are invited to SSC to stay informed and communicate with families)
- Teachers will continue to work with Mentors on site to help support students

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		92.98 %	2019-2020	99.98 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

- Parents who completed the Parent Survey responded favorably to feeling a sense of belonging. However, less than 10% of the parents responded to the survey.
- Site Defined Goal: Increase number of parents responding to the Parent Survey to 20%

Parent Survey - Respected and welcomed

- Site Defined Goal: Increase parent sense of feeling respected and welcomed to 99%
- Parent Survey - Spring 2021:
- Knowledge and Fairness (Discipline): 100%
- Safety: 93%
- Sense of Belonging: 98%
- Feel Welcomed at School: 98%

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

Family Goal - Site Defined

Family Goal: site defined

- There is a gap in academic support at home for low-performing students in ELA and Math
- There is a need for social emotional supports for low-performing students
- Parent Survey - Respected and Welcomed
- Inclusive opportunities are needed for parents to be involved in school functions and activities

Parent Survey - Respected and welcomed

- We need to bridge the gap with parents who are not feeling comfortable with communicating with the school

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- In order to increase parent involvement, parents will be given opportunities to actively engage their their students' education. Parents will continue to be encouraged to join School Site Council and ELAC so that their voices can be heard. Staff will collaborate to create educational and community building activities for families to attend. Parents and guardians will be notified in a variety of means to encourage participation

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- Increase communication to families regarding involvement opportunities
- Vary the times of events so that parents have opportunities to attend

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:

- SSC members would like to explore continued work with Image church around an African American Parent Partnership to help African American families to feel heard and valued as partners in the work of the school
- SSC members would like to explore the work with Image church in getting other churches involved in supporting more opportunities for primary student around learning some basics of sports along with mentoring in math and reading

2 ELAC:

ELAC Parents listed the following as needed priorities:

- Resource Counseling Assistant – Consideration of additional RCA to target site needs
- Social Emotional Support
- Extended Learning - Sciences, English, Math.
- Technology
- Instructional Materials (books, paper, copy machines, etc.)

3 Staff:

Staff Input:

- POSITIVE REPORTS TO FAMILIES. FINDING POSITIVE REMARKS TO CALL ?
- ON CAMPUS SUPPORT TO COMMUNICATE WITH EACH OTHER TO SHARE ?
- PARENTTECHNOLOGY GROUP - TRAINING TO NAVGATE VARIOUS WEBSITES BEING USED IN CLASS?
- OFFER PARENT WORKSHOPS TO HELP SUPPORT/ENCOURAGE PARENTS. SURVEY PARENTS TO HEAR WHAT THEY WOULD LIKE. (PARENTING, READING, TECHNOLOGY (BASICS), ENGLISH CLASSES ETC.)?
- OFFER TRANSPORTATION TO PARENTS WHO WANT TO ATTEND TRAININGS, WORKSHOPS, PARENT UNIVERSITIES BUT CANNOT ?
- "PARENT UNIVERSITY" THIS COULD BE A TIME WE COLLABORATE WITH PARENTS AND TEACH THEM STRATEGIES TO WORK WITH THEIR CHILDREN. HOST IT BIWEEKLY OR MONTHLY. OFFER REFRESHMENTS. ?
- Movie Nights, Bingo Nights, etc.
- Parent – Community Nights, Crazy Karen Night, etc. to connect parents to our school
- Columbia could create a school dojo to share all these wonderful ideas, like "movie nights."
- Yes, maybe even offer English classes to help with support at home and with redesignation.
- The kind of parent participation ideally is we are all on the same team and same goals.

Action 1

Title: Increase Inclusive Opportunities for Family Engagement

Action Details:

Columbia will increase inclusive opportunities for families to engage in their children's education. Parents will be encouraged to join School Site Council and ELAC to collaborate and advocate for their students. Staff will collaborate and offer at least one family event per quarter. The Attendance Team will continue to support all students, but with a focus on African American students. Image Church will partner with Columbia to build a bridge between the school and parents who are not yet comfortable interacting with the school on their own.

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. School Site Council attendance	Admin, teachers, parents	Monthly
2. ELAC attendance	Admin, parents, HSL	4 times per year
3. Quarterly Family Engagement Activities attendance	Admin, teachers, parents	4 times per year
4. Parent/Teacher Conferences	Admin, teachers, parents	Once a year and ongoing as needed
5. Awards Assemblies	Admin, teachers, students, parents	Each Semester

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Parent/Teacher conferences to share student progress
- Semester Awards Assemblies to celebrate successes
- Quarterly family engagement activities such as, but not limited to, Family Nights: Bingo, Dances, Movie Nights
- Pastries with families
- Opportunities for parents to join School Site Council and/or ELAC

Specify Direct Service and Opportunities for parents and families to support EL students:

- Parent involvement in ELAC to collaborate and support students.
- EL Students to participate in after school tutoring provided by EL Services for intermediate grades
- All communications home will continue to be sent in English, Spanish, and Hmong
- Babysitters will be available for parents attending ELAC and SSC Meetings

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Partner with Image Church to help facilitate communication and build trust with those parents who are not comfortable interacting with the school.
- Work with Attendance Team as they support all students, but with specific focus on African American students.
- Partnership with Image Church/Every Neighborhood Partnership to develop volunteers from area churches (Make sure area churches are invited to the SSC to stay informed and communicate with families)

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagement: ELAC and other parent engagement opportunities - No food or incentives SPSA: G5/A1, G1/A3	1,960.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Engagement: materials and supplies for parent meetings, Title I, Back to School Night, Open House, etc. SPSA: G1/A1-3, G5/A1	4,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Funds for supporting translating as needed at meetings. P. 24	1,140.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for families for parent meetings. P. 24	662.00

\$7,762.00

2021-2022 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			For quarterly planning days, data chats, SST day and IEP days. P. 4	7,389.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies: Instructional items, paper (copy, construction, etc.), laminating supplies, poster maker materials, POs for materials and supplies, warehouse orders, apparel, banners, etc. SPSA: G1/A1-3, G2/A1, G4/A2 Split funded (7090/7091) BUDGETED ITEMS: Student of the Month: \$2000 Student Awards: \$2000 Positivity Project Shirts: \$5000 Cougar T-Shirts: \$7000 College Signs, PAWS Posters and banners: \$2500 Medals for Rallies: \$1500 Poster Machine Supplies: \$2000 Office Depot: \$16704 Warehouse Orders, including copy paper, misc. POs, etc: \$16705	16,360.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance, and repairs SPSA: G1/A1-3	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: Technology Repairs SPSA: G1/A1-3	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Posters, Banners, printing, etc. (Positivity Project, etc.) SPSA: G1/A 1-3, G2/A1, G3/A1-2, G4/A1, G5/A1	600.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			For quarterly planning days, data chats, SST day and IEP days. P. 4	7,391.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies: Instructional items, paper (copy, construction, etc.), laminating supplies, poster maker materials, POs for materials and supplies, warehouse orders, apparel, banners, etc. SPSA: G1/A1-3, G2/A1, G4/A2 Split funded (7090/7091) BUDGETED ITEMS: Student of the Month: \$2000 Student Awards: \$2000 Positivity Project Shirts: \$5000 Cougar T-Shirts: \$7000 College Signs, PAWS Posters and banners: \$2500 Medals for Rallies: \$1500 Poster Machine Supplies: \$2000 Office Depot: \$16704 Warehouse Orders, including copy paper, misc. POs, etc: \$16705	39,049.00
G1A1	One-Time School	Instruction	Teacher-Supp				11,458.00
G1A1	One-Time School	Instruction	Nc-Equipment			Technology for students and staff including, but not limited to, laptops, tablets, projectors, projector bulbs, chargers, communication radios and parts, etc. SPSA: G1/A1-3, G4/A1	10,846.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	To support communication with Spanish Speakers with phone calls, home visits and translation at meetings. Page #9	26,019.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Funding for ELPAC Assessors	3,500.00

G1A3		Instruction	Teacher-Supp			SPSA: G1/A3	3,500.00
G1A3	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School	0.3750	To support communication with Spanish Speakers with phone calls, home visits and translation at meetings. Page #9	26,018.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Krazy Karen Rallies/Assemblies SPSA: G1//A1-3, G3/A2	1,000.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 3 mentors *SPLIT FUNDED (7090/3010) SPSA: G3/A1-2	56,000.00
G3A2	Sup & Conc	Instruction	Bks & Ref			Positivity Project Subscription SPSA: G2/A1, G3/A1	2,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring: 3 mentors *SPLIT FUNDED (7090/3010) SPSA: G3/A1-2	13,000.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	1.0000	To support on campus group and modified counseling, be a liaison between All4Youth and the site, threat assessments, work with families in a variety of areas of need, work with staff to support students with Tier 1, 2 and 3 behaviors. P. 16	118,504.00
G3A2	Sup & Conc	Attendance & Social Work Services	Local Mileage			Mileage reimbursement for HSL Home Visits SPSA: G3/A1-2	600.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagement: ELAC and other parent engagement opportunities - No food or incentives SPSA: G5/A1, G1/A3	1,960.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Engagement: materials and supplies for parent meetings, Title I, Back to School Night, Open House, etc. SPSA: G1/A1-3, G5/A1	4,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Funds for supporting translating as needed at meetings. P. 24	1,140.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for families for parent meetings. P. 24	662.00
							\$355,496.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,960.00
Sup & Conc	7090	\$197,472.00
LCFF: EL	7091	\$77,760.00
One-Time School	7099	\$22,304.00
Grand Total		\$355,496.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$156,630.00
G3 - Increase student engagement in their school and community	\$191,104.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,762.00
Grand Total	\$355,496.00