

**Columbia Elementary School**

10621666006159

Principal's Name: Cindy Ferdinandi

Principal's Signature: *Cindy Ferdinandi*

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

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## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	65/67	56.56 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	65/67	57.48 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	64/67	87.54 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	64/67	12.46 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	63/66	7.95 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	<a href="#">6169</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	63/67	6.96 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6160</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	63/67	93.04 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	59/66	6.98 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	54/66	40.59 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	49/66	53.51 %

Grade

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	49/68	30.06 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	41/67	47.5 %

## 3 Academic Completion

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	54/68	35.61 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	68/68	14.13 %
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	<a href="#">3684</a>	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	54/64	40 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	40/68	94.43 %

<input checked="" type="checkbox"/>	Elementary	Suspension	3- Appropriate Behavior Intervention	<a href="#">6302</a>	Number of TK-6th grade students who have at least 1 suspension incident (on-campus or out of school) and have an appropriate ATLAS portfolio entry	37/67	13.98 %
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## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	55/67	37.2 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	50/67	32.07 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	45/67	1.9 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 1</b>	<p><i>Detail the action: Provide good first instruction with State Standards, Classroom Foundations, Emphasis on Language/Content, Vocabulary, Writing, Targeted Intervention, Blended Learning, and additionally in K-2 classes, Foundational Skills which will address early literacy/reading by third grade and reading comprehension, also including Letter Sounds and Phonemic Awareness. The Instructional Practice Guide (IPG) will be used with a focus on high quality text and task. Students will use technology throughout the year. As a designated school, we will devote more time to delve deep into these strategies, plan them, evaluate their effectiveness, and refine them based on assessments and student work. We will continue the work of building effective Teams using resources such as <u>Learning by Doing</u> processes.</i></p>		
<p><i>SQII Element: ELA (SBAC) 5997, 6142, 5926 Reading by Third Grade 6590, 6034, 6062, 6033</i></p>	<p><i>SQII Sub-element(s): 5,1,2 1,4,3,2</i></p>	<p><i>Site Growth Target: 10%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action    <input type="checkbox"/> X On-going    <input type="checkbox"/> Reasoning:    X Data    <input type="checkbox"/> X Researchbased    <input type="checkbox"/> X Local Knowledge/Context</p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <li><i>By the end of the 2016-17 school year, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 10%; the number and percentage of students scoring Standard Not Met or Standard Nearly Met on ELA SBAC will decrease by 10%; the number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate will decrease by 10%.</i></li> <li><i>By the end of the 2016-17 school year, the number and percentage of students who are on ELA grade level On-Track/Ready will increase by 10%; the number and percentage of students who were not reading on grade level at the end of the last year and became on grade level in reading within the academic year will increase by 10%; the number and percentage of K-3<sup>rd</sup> grade students not on-grade level who are one grade level below will decrease by 10%; the number and percentage of K-3<sup>rd</sup> grade students who are not reading at grade level and are more than 10% negatively disproportionate will decrease 10%.</i></li> <li><i>By the end of 2016-17 school year, the percentage of students in grades 2-6 earning a D/F in Reading will decrease 10% from 52.08% to 42.08% as measured on indicator 4008, and the percentage of first graders with a “1” average in Reading will decrease 5% from 37.8% to 32.8% as measured on report cards, and the percentage of kindergarteners declining on ELA KAIG will continue to be 0% as measured on indicator 4003.</i></li> </ol>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li><i>1. Kinder charting of individual progress on specific skills; Foundational skills monitoring at every level by grade level; BPST in grades 1 and 2; Formative Assessments, Grade Level Common Assessments; Grade Level Common Assignments; Progress Reports in Grades 1-6; Report Card Grades; KAIG Report; FUSD Interim Assessments; Accountable Communities Work</i></li> <li><i>2. PDSA cycles with Community of Practice; Accountable Communities Work; use of Instructional Practice Guide, Walkthroughs, observations, and feedback</i></li> </ol>	<p><i>Owner(s)</i>  <i>1. Classroom Teachers</i></p> <p><i>2. Principal/VP</i></p>	<p><i>Timeline</i>  <i>1. Implementation begins with data review in August 2016 and continues through June 2017</i></p> <p><i>2. Implementation begins with data review in August 2016 and continues through June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Inform parents of their child’s progress at Parent Teacher Conferences at first and additional conferences on second and third quarter as needed; Inform parents of programs to encourage reading at home, including a quarterly reading incentive; Parents will be encouraged to volunteer to help with reading proficiency and will be supervised by the Volunteer Coordinator through Every Neighborhood Partnership and AmeriCorps VISTA. Parents new to the school will participate in a Welcome/Induction Program to build awareness of school expectations for academic growth. Parents will be invited and encouraged to participate in a variety of activities.</i></p>		
<p><i>Describe related professional learning: Reading Comprehension strategies and continuation of school wide annotation; On-going training in ELA/ELD standards deconstruction; On-going training in assessment building; AC teams will analyze common assessment data as well as district benchmark assessment data, including EL and SPED students to target assessed needs; AC teams will cycle through the Four Grounding questions to evaluate impact of actions on student achievement; On-going training in aligning resources to support targeted instruction; Reinforce Classroom Foundations; Additional 80 hours of Professional Learning as a designated school.</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Growth in grade level skills; All students will participate in a blended learning model including small group targeted instruction and online targeted instruction; Students in RSP will receive online targeted instruction as part of their RSP program and this will be supported by the classroom teacher and RSP teacher; Special Day Class students will receive online targeted instruction as part of their program; Accountable Communities will continue to develop their capacity to impact student achievement by addressing the Four Grounding Questions.</i></p> <p><i>Specify additional targeted actions for EL students: Integrated and designated ELD in daily lessons with Certificated Tutor support as needed; BIA support to EL students with emphasis on Beginning level and grades 1 and 2.</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	EL	Instruction	Teacher-Supplemental Salaries				Teacher Supp Contract	3,000
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts	2,000
1	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translating for Parent Involvement	449
1	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			ENP Coordinator of Volunteers	ENP coordinator of Volunteers - just RQS to PO	600
<b>Total</b>									<b>\$6,049</b>

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 2</b>	<p><i>Detail the action: The school will implement a comprehensive reading support and intervention program, with an emphasis on students scoring significantly below grade level on the DRP in grades 2-5 in the spring of 2015-16 administration or first grade students not meeting BAS and/or fluency benchmarks. The school will implement school wide reading comprehension strategies through the use of resources emphasizing high quality text and tasks. The school will also use interventions to support struggling readers including individualized technology programs in the new ELA adoption.</i></p>					
<p><i>SQII Elements:</i>                  ELA (SBAC) 5997, 6142, 5926                  Reading by Third Grade 6590, 6034, 6062, 6033</p>			<p><i>SQII Sub-element(s):</i>                  5,1,2                  1,4,3,2</p>		<p><i>Site Growth Target: 10%</i></p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>X On-going</i>		<p><i>Reasoning:</i>    <input type="checkbox"/> <i>X Data</i>    <input type="checkbox"/> <i>X Researchbased</i>    <input type="checkbox"/> <i>X Local Knowledge/Context</i></p>				
<p><i>Write a SMART Goal to address each data point:</i></p> <p>a. <i>By the end of the 2016-17 school year, the number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC will increase by 10%; the number and percentage of students scoring Standard Not Met or Standard</i></p>						



<p><i>Nearly Met on ELA SBAC will decrease by 10%; the number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate will decrease by 10%.</i></p> <p><i>b. By the end of the 2016-17 school year, the number and percentage of students who are on ELA grade level On-Track/Ready will increase by 10%; the number and percentage of students who were not reading on grade level at the end of the last year and became on grade level in reading within the academic year will increase by 10%; the number and percentage of K-3<sup>rd</sup> grade students not on-grade level who are one grade level below will decrease by 10%; the number and percentage of K-3<sup>rd</sup> grade students who are not reading at grade level and are more than 10% negatively disproportionate will decrease 10%.</i></p> <p><i>c. There will be a decrease of 10% on the percentage of students who scored significantly below the Common Core Reading level on DRP, from 74.75% to 64.75% as measured on indicator 43. The percentage of first graders who declined on the BAS will remain at 0% as measured on indicator 4017. The percentage of kindergarteners who decline on the KAIG will continue to be 0% as measured on indicator 4003.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i></p> <ol style="list-style-type: none"> <li><i>1. Reading Intervention Team Meetings after the first, second, and third quarters</i></li> <li><i>2. Grade level assessments; DIBELS; KAIG done quarterly; BPST for first and second grade done quarterly; Grade level foundational skills assessment; BAS for First grade, Kindergarten, and identified students; DRP administrations; Fluency data; Individualized technology program progress data</i></li> </ol>	<p><i>Owner(s)</i></p> <p><i>1.VP, Principal, Certificated Tutor, Classroom Tchr</i></p> <p><i>2.Classroom Teacher</i></p>	<p><i>Timeline</i></p> <p><i>1.Implementation begins with data review in August 2016 and continues through June 2017.</i></p> <p><i>2.Implementation begins with data review in August 2016 and continues through June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><i>Each teacher will specifically review each student’s assessment data and instructional supports at the fall and third quarter parent conferences.</i></p> <p><i>The school will have a quarterly reading incentive to encourage reading at home.</i></p> <p><i>SST release days will be provided to teachers to communicate student progress with parents.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li><i>• 1/2 day of training planned August 13, 2015 institute day for reading comprehension strategies</i></li> <li><i>• Reading Comprehension strategies and school wide annotation</i></li> <li><i>• On-going training in use of assessments</i></li> <li><i>• Staff collaboration during accountable communities</i></li> </ul>		

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*  
 All students in grades 2 – 6 scoring significantly below grade level will participate in a minimum of 4 – 20 min. reading intervention sessions per week until DRP scores and progress monitoring show they no longer qualify for the intervention services. The certificated tutors and classroom teachers will provide this support during grade level intervention time. CTs will use programs such as the ELA Core Intervention Program, SRA Reading Mastery, and Corrective Reading in their instruction.

*Kinder and First Grade students below grade level will be provided a minimum of 4-20 minute reading intervention sessions per week until BPST, BAS and KAIG scores show they no longer qualify for the intervention services. The classroom teachers and Teaching Fellows will provide this support.*

*Specify additional targeted actions for EL students:*  
 EL students qualifying for these intervention services will receive an additional 30 minutes of reading intervention each week targeted for EL’s. Certificated Tutors will focus on English Learners and Long Term English Learners.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.3750		BIA	10,294
2	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.0625		Tutor	5,464
2	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.3750		Tutor	32,790
2	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.4375		Tutor	28,932
2	1	Sup & Conc	Instruction	Teacher- Regular Salaries	Tutor	0.3360		Tutor	31,036
2	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.3750		Tutor	32,790

2	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.0625		Tutor	5,464
2	1	EL	Instruction	Teacher- Regular Salaries	Tutor	0.1015		Tutor	9,374
2	1	Title 1 Basic	Instruction	Teacher- Substitute Salaries				Sub Request for SST Meetings	964
2	1	Title 1 Basic	Instruction	Teacher- Substitute Salaries				Teacher Subs for data/intervention meetings	2,528
2	1	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Fee Charges for on-site counseling	438
2	1	EL	Instruction	Direct- Maintenance (Dr)				Maintenance/Technology Repair	1,000
2	1	EL	Instruction	Sub- agreements for Services			Teaching Fellows	Teaching Fellows	4,281
2	1	Title 1 Basic	Instruction	Direct- Maintenance (Dr)				Maintenance/Repair	1,000
2	1	Sup & Conc	Instruction	Sub- agreements for Services			Teaching Fellows	Teaching Fellows	33,730
2	1	EL	Instruction	Materials & Supplies				Incentives/materials/supplies for EL Students	5,786
2	1	Title 1 Basic	Instruction	Materials & Supplies				RDG Mastery/Corrective Rdg	1,000

2	1	Title 1 Basic	Instruction	Materials & Supplies				Mat/Supplies-no Food/no Incentive/no Certificate	8,241
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies	5,571
								Total	\$220,683

Domain	<input checked="" type="checkbox"/>	1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 3</b>	<p><i>Detail the action: The school will implement a school wide math fluency program with dedicated time for teaching the grade level fluencies. The mathematical shifts in conjunction with the mathematical core will also be implemented as will the Instructional Practice Guide (IPG). Teachers will develop common assignments and assessments that require students to demonstrate a conceptual understanding, procedural skill and fluency, and application of mathematics concepts. The school will create an action plan for students who haven't mastered the previous grade level fluencies. Individualized technology programs will be available for students. As a designated school, we will continue to devote more time to delve deep into math strategies, plan them, evaluate their effectiveness, and refine them based on assessments and student work.</i></p>					
<i>SQII Element: Math (SBAC) 5998, 6169, 6160</i>		<i>SQII Sub-element(s): 5,2,1</i>		<i>Site Growth Target: 10%</i>		<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>X On-going</i>		<i>Reasoning:    <input type="checkbox"/> X Data    <input type="checkbox"/> X Researchbased    <input checked="" type="checkbox"/> X Local Knowledge/Context</i>				
<p><i>a. By the end of the 2016-17 school year, the number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented will decrease by 10%; the number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC will increase by 10%; the number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC will decrease by 10%.</i></p> <p><i>b. By the end of the 2016-17 school year, the percentage of students in grades 2-6 earning a D/F in Math will decrease 5% from 37.07% to 32.07% as measured on indicator 3789, and the percentage of first graders with a "1" average will decrease from 28.4% to 23.4% as measured on report cards, and the percentage of kindergarteners declining on Math KAIG will decline 5% to 5% as measured on indicator 4023.</i></p>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i>		<i>Timeline</i>

<ul style="list-style-type: none"> <li>• <i>Grade level Common Assessments</i></li> <li>• <i>Class Assignments</i></li> <li>• <i>Targeted Math Skills which may include fluency</i></li> <li>• <i>Mid-quarter progress monitoring</i></li> <li>• <i>Online Math assessments (ex: Go Math, Illuminate, Fast-T, ED Puzzle)</i></li> <li>• <i>Instructional Practice Guide (IPG)</i></li> <li>• <i>Walkthroughs, observations and feedback</i></li> </ul>	<p><i>1. Classroom Teachers</i></p> <p><i>2. Principal/VP</i></p>	<p><i>Implementation begins with data review in August 2016 before the first day of school and continues through June 2017.</i></p>
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*Explain the Targeted Actions for Parent Involvement (required by Title I): Each teacher will specifically review each student’s assessment data and instructional supports at the parent conferences. In addition, parents will be notified of student’s achievement level and individual progress on specific skills. Parents will have access to Edutext and the FUSD Parent Portal to monitor their child’s progress. Parents new to the school will participate in a Welcome/Induction Program to build awareness of school expectations for academic growth.*

*Describe related professional learning: Continued PL on the district Math adoption with an action plan for tracking student progress and goal setting; Shifts in Mathematics; AC Collaboration; AC teams will analyze common assessment data as well as district benchmark assessment data.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): All students will receive direct instruction in Math standards and Math fluency as well as the Individualized technology program in the core adoption of Go Math. Differentiated homework may be provided. Students not meeting quarterly Math standards will receive targeted reteaching. Special Education students with IEP goals in mathematics will be supported through small group instruction.*

*Specify additional targeted actions for EL students: EL students will be provided with instructional strategies that require students to build academic language in the context of mathematics content during designated and integrated ELD instruction.*

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
3	1	Title 1 Basic	Instruction	Materials & Supplies				DIBELS next (data base)	350

3	1	EL	Instruction	Non Capitalized Equipment				Technology/Equipment	3,000
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology / Equipment	3,600
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology/Equipment	2,000
3	1	Sup & Conc	Instruction	Office Equipment Lease				Lease copier	2,000
<b>Total</b>									<b>\$10,950</b>

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input checked="" type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<b>Action # 4</b>					
<i>Detail the action: The school will implement designated and integrated ELD instruction daily including targeted planning for ELD standards. Long Term EL (LTEL) needs will be addressed. Teachers will provide CELDT review at the beginning of the school year, prior to the administering of the CELDT assessment by CELDT assessors.</i>						
SQII Element: EL		SQII Sub-element(s): 2 Borderline Eligibility 3 Borderline to Redesignation within 365 days		Site Growth Target: 5%		Vendor (contracted services)
<input type="checkbox"/> New Action		<input type="checkbox"/> X On-going		Reasoning: <input type="checkbox"/> X Data <input type="checkbox"/> X Researchbased <input type="checkbox"/> X Local Knowledge/Context		
<p>Write a SMART Goal to address each data point:</p> <p>a. By the end of the 2016-17 school year, the number and percentage of English Learner 1<sup>st</sup>-6<sup>th</sup> grade students who meet borderline eligibility criteria will increase by 5%; and the number and percentage of English Learner 1<sup>st</sup>-6<sup>th</sup> grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days will increase by 5%.</p> <p>b. By the end of the 2016-17 school year, the percentage of English Learner students redesignated will increase from 6.69% to 12% as measured on indicator 917. The percentage of EL students continuously enrolled for 5+ years as measured on indicator 926 will decrease by 5%.</p>						

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ol style="list-style-type: none"> <li>1. <i>CELDT goal setting with student and progress monitoring report</i></li> <li>2. <i>Quarterly data review of English Learner student progress on district reading assessment and interim assessment, BPST, KAIG, BAS, Fluency, and Classroom Grades.</i></li> </ol>	<p><i>Owner(s)</i></p> <ol style="list-style-type: none"> <li>1. <i>Teachers/VP/Principal</i></li> <li>2. <i>Teachers/VP/Principal</i></li> </ol>	<p><i>Timeline</i></p> <p><i>Implementation begins with data review in August 2016 and continues through June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I): Teachers will specifically review each student’s CELDT data at the fall parent conference. Parent education will include topics of Redesignation, CELDT, and services to EL students. A minimum of four ELAC meetings will be scheduled throughout the year. Babysitting and snacks will be provided.</i></p>		
<p><i>Describe related professional learning: ELA/ELD Framework, CELDT domains and content, Providing targeted instruction, Designated and Integrated ELD</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction): Students will receive daily designated and integrated ELD.</i></p> <p><i>Specify additional targeted actions for EL students: Home School Liaison to support EL students and families through interpreting, outreach, home visits, and related services.</i></p>		

<b>Budgeted Expenditures</b>									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School	0.0563		HSL	1,996
4	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School	0.3812		HSL	13,520
4	2	EL	Parent Participation	Classified Support-Supplemental				Interpreters/classified for school events SSC/ELAC/Parent Conference/Mtgs	4,500

4	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental			Babysitting for Parent Involvement	200
4	2	EL	Parent Participation	Materials & Supplies			Parent Meeting/snacks/supplies	1,031
4	2	EL	Instruction	Direct-Other (Dr)			CELDT Assessor charges by REA	3,877
							<b>Total</b>	<b>\$25,124</b>

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<p><b>Action # 5</b></p> <p><i>Detail the action: The school will implement a school wide attendance support program for students in grades Preschool-6. Teachers will use positive supports including daily attendance tracking and quarterly certificates for students with perfect attendance. Students in the manageable and chronic areas will receive intervention supports that include teacher communication with parents and students with Child Welfare Attendance, Home School Liaison and Office Assistant follow-up as needed.</i></p>					
<p><i>SQII Element: Middle School Readiness Chronic Absenteeism</i></p>			<p><i>SQII Sub-element(s): 1-EIIS Green Zone Rate 4-Attendance Retention</i></p>		<p><i>Site Growth Target: 5%</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> New Action    <input type="checkbox"/> X On-going</p>			<p><i>Reasoning:    <input type="checkbox"/> X Data    <input type="checkbox"/> X Researchbased    <input type="checkbox"/> X Local Knowledge/Context</i></p>			
<p><i>Write a SMART Goal to address each data point:</i></p> <ul style="list-style-type: none"> <li><i>a. By the end of the 2016-17 school year, the number and percentage of 2<sup>nd</sup>-6<sup>th</sup> grade students meeting EIIS attendance, behavior and academic criteria (green zone) will increase 5% from 35.61% to 40.61% as measured on SQII indicator 6381.</i></li> <li><i>b. By the end of the 2016-17 school year, the number and percentage of TK-6<sup>th</sup> grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester will increase by 3% from 94.43% to 97.43% as measured on SQII indicator 5963.</i></li> <li><i>c. By the end of the 2016-17 school year, the percentage of K-6 students currently meeting EIIS at-risk attendance criteria (red and purple zones) will decrease by 5% from 11.67% to 6.67% as measured on SQII indicator 2724.</i></li> </ul>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>1. Daily monitoring by Teacher</i></li> </ul>					<p><i>Owner(s)</i> 1. Teacher/Office Staff/CWA</p>	<p><i>Timeline</i> Implementation begins with data review in August 2016</p>



<p>2. <i>Monitoring of students receiving incentives and continued improvements</i></p> <p>3. <i>Mid-Quarter and End of Quarter attendance review</i></p>	<p>2. <i>Office Staff/ Home School Liaison/CWA</i></p> <p>3. <i>Office Staff/ Home School Liaison, Principal/VP</i></p>	<p><i>and continues through June 2017</i></p>
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*Explain the Targeted Actions for Parent Involvement (required by Title I):*  
*Quarterly Attendance communication via parent newsletter with reminder of importance of attendance and correct contact information. Teachers will specifically review each student’s attendance data and supports at the parent-teacher conference. Parents will receive notification with attendance falls in the manageable and chronic areas.*

*Describe related professional learning:*  
*On-going training on the use of the data dashboard; Attendance Site Support.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*  
*All students will receive daily positive supports. Positive supports include daily attendance tracking, quarterly certificates for students with perfect attendance. Students with attendance rate less than 95% will receive support with incentives and supports. Parents will receive communication regarding supports and interventions. Additional time of one hour per day for the Office Assistant to help improve attendance.*

*Specify additional targeted actions for EL students:*  
*Parent education regarding attendance criteria during ELAC meetings. Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	3	Sup & Conc	School Administration	Other Classified-Supplemental				Supplemental contract for OA/Roxanne Gale additional hour every day	2,276
<b>Total</b>									<b>\$2,276</b>

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 6</b>	<p><i>Detail the action:</i>                      The school will implement a school wide positive support, character building, behavior program to reduce suspension rates and enhance time in class on task, lesson distractions for all learners, and moderate negative behaviors of students resulting in fewer conflicts. Teachers will utilize a tiered system of supports. Tier 1 Supports include Second Step, Class Meetings, Beginning of the year and second semester behavior assemblies, Character Counts events including monthly Kid of Character for each classroom, quarterly recognition at Awards Assemblies, STOIC, CHAMPS, Restorative Practices. Tier 2 Supports include Counseling, Behavior Support Plan Level 1, Parent Communication, Student Study Team. Tier 3 Supports include Behavior Support Plan Levels 2 and 3, ICET.</p>		
<i>SQII Element:</i> Suspension	<i>SQII Sub-element(s):</i> 1-Suspension Rate 4-Behavior Growth 3-Appropriate Behavior Intervention	<i>Site Growth Target:</i> 10%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> X Data <input type="checkbox"/> X Researchbased <input checked="" type="checkbox"/> X Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p>a. By the end of the 2016-17 school year, the number and percentage of students who have been suspended and/or expelled will decrease by 10% from 14.13% to 4.13% as measured by SQII indicator 6109.</p> <p>b. By the end of the 2016-17 school year, the percentage of students with a suspension incident in the previous semester and no suspension incident in the current semester will increase by 10%, from 60% to 70% as measured on indicator 3684.</p> <p>c. By the end of the 2016-17 school year, the number of TK-6<sup>th</sup> grade students who have at least 1 suspension incident (on campus or out of school) and have an appropriate ATLAS portfolio entry will increase by 10% from 13.98% to 23.98%.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>                      (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li>1. Daily monitoring of trends and communication with students</li> <li>2. Data Dashboard</li> <li>3. Class Meetings</li> </ol>		<i>Owner(s)</i>  Teachers/VP/ Principal/Classified Staff	<i>Timeline</i> Implementation begins with data review in August 2016 and continues through June 2017
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                      Teachers will specifically review each student’s work habits at parent conferences.                      Parent communication regarding behavior supports and intervention.</p>			

*Describe related professional learning:*  
 Restorative Practices, including protocol and process  
 Action Plan/Protocol for each Tier  
 Social/Emotional Understanding Children of Poverty  
 Second Step, Olweus Bullying Prevention  
 Class Meetings  
 Classroom Behavior & Management including STOIC, Levels of Misbehaviors, Ratio of Positive to Negative Interactions  
 SST referral process for social-emotional and behavioral concerns, including behavior plan

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*  
 Students will receive all Tier 1 supports and Tier 2 and 3 Supports as needed.  
 On-Site Counseling provider will support Tier 3 students with intensive social-emotional needs to develop and practice coping and behavior skills.

*Specify additional targeted actions for EL students:*  
 EL students with Tier 2 and Tier 3 needs will be provided the same supports with parent and school communication in their home language as needed.

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
6	3	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling	On-site Counseling	12,000
6	3	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			On-site Counseling	On-site Counseling	9,888
								<b>Total</b>	<b>\$21,888</b>

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>	<input checked="" type="checkbox"/>
<b>Action # 7</b>	<p><i>Detail the action:</i>                  The school will implement a comprehensive program which will include a variety of opportunities for students to engage in GOAL 2 activities.</p>						
<i>SQII Element:</i> Student Engagement	<i>SQII Sub-element(s):</i> 3-Disporportionality 2-Overall Student Participation 1-Opportunity Index			<i>Site Growth Target:</i> 10%	<i>Vendor (contracted services)</i>		
<input type="checkbox"/> New Action <input type="checkbox"/> X On-going		<i>Reasoning:</i> <input type="checkbox"/> X Data <input type="checkbox"/> X Researchbased <input type="checkbox"/> X Local Knowledge/Context					
<p><i>Write a SMART Goal to address each data point:</i></p> <ol style="list-style-type: none"> <li><i>By the end of the 2016-17 school year, the number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented will decrease by 10% from 37.2% to 27.2%.</i></li> <li><i>By the end of the 2016-7 school year, the number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will increase by 10% from 32.07% to 42.07%.</i></li> <li><i>By the end of the 2016-17 school year, the number and percentage of Goal 2 (Student Engagement) opportunities offered to students will increase by 10%, from 1.9% to 11.9%, as measured by SQII indicator 5946.</i></li> </ol>							
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i>                  (Include all interim monitoring evidence points showing impact)</p> <ol style="list-style-type: none"> <li><i>ATLAS Goal 2 Report, SQII Goal 2 Data</i></li> <li><i>Student Rosters, List of Goal 2 activity sign-ups</i></li> </ol>				<p><i>Owner(s)</i>                  1.Principal/VP                   2.Teachers/Classified Staff</p>		<p><i>Timeline</i>                  Implementation begins with data review in August 2016 and continues through June 2017</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>                  Parents will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies and any other special events.</p>							
<p><i>Describe related professional learning:</i>                  Arts Integration (Arts Pilot School)</p>							
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>							

*Students in grades 1-6 will be provided opportunities to be involved in GOAL 2 activities such as Book Club, Lego Club, Student Council, Board Game Club, etc.  
Awards and incentives for students in grades K-6 to encourage participation, attendance and foster school spirit.  
Assemblies in the arts for students in grades K-6 to foster school participation and interest.*

*Specify additional targeted actions for EL students:*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics	3,000
7	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent/Staff handbook (Kinko)	800
7	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement / no food/no incentive/no award	1,081
Total									\$4,881

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Columbia - 0095

**ON-SITE ALLOCATION**

3010	Title I	\$49,701 *
7090	LCFF Supplemental & Concentration	\$144,233
7091	LCFF for English Learners	\$97,917
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$291,851</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,081
Remaining Title I funds are at the discretion of the School Site Council	\$48,620
Total Title I Allocation	\$49,701

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0095 Columbia Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts	2,000.00
1	1	Title 1 Basic	Instruction	Cons Svc/Oth			ENP Coordinator of Volunteers : ENP coordinator of Volunteers - just RQS to PO	600.00
1	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translating for Parent Involment	449.00
1	1	EL	Instruction	Teacher-Supp			Teacher Supp Contract	3,000.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Sub Request for SST Meetings	964.00
2	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for data/intervention meetings	2,528.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: RDG Mastery/Corrective Rdg	1,000.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Mat/Supplies-no Food/no Incentive/no Certificate	8,241.00
2	1	Title 1 Basic	Instruction	Direct-Maint			Maintenance/Repair	1,000.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438	Tutor	28,932.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.336	Tutor	31,036.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.063	Tutor	5,464.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	Tutor	32,790.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	3,566.00
2	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	33,730.00
2	1	Sup & Conc	Guidance & Counseling Services	Direct-Other			: 2% Fee Charges for on-site counseling	438.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.375	Tutor	32,790.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.102	Tutor	9,374.00
2	1	EL	Instruction	Teacher-Regu	Tutor	0.063	Tutor	5,464.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375	BIA	10,294.00
2	1	EL	Instruction	Mat & Supp			Incentives/materials/supplies for EL Students	5,786.00
2	1	EL	Instruction	Subagreements			Teaching Fellows : Teaching Fellows	4,281.00
2	1	EL	Instruction	Direct-Maint			: Maintenance/Technology Repair	1,000.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: DIBELS next (data base)	350.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology/Equipment	2,000.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			Technology / Equipment	3,600.00
3	1	Sup & Conc	Instruction	Off Eq Lease			Lease copier	2,000.00
3	1	EL	Instruction	Nc-Equipment			Technology/Equipment	3,000.00
4	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Invoement	200.00
4	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.056	HSL	1,996.00
4	2	EL	Instruction	Direct-Other			: CELDT Assessor charges by REA	3,877.00
4	2	EL	Parent Participation	Cls Sup-Sup			Interpreters/classified for school events SSC/ELAC/Parent Conference/Mtgs	4,500.00
4	2	EL	Parent Participation	Mat & Supp			Parent Meeting/snacks/supplies	1,031.00

4	1	EL	Attendance & Social Work Service	ClS Sup-Reg	Liaison, Home/School	0.381	HSL	13,520.00
5	3	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, Office I	0.125	Asst, Office	4,281.00
6	3	Title 1 Basic	Instruction	Cons Svc/Oth			On-site Counseling : On-site Counseling	9,888.00
6	3	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling : On-site Counseling	12,000.00
7	2	Title 1 Basic	Instruction	Direct-Graph			Graphics	3,000.00
7	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent/Staff handbook (Kinko)	800.00
7	2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement / no food/no incentive/no award	1,081.00
								<b>\$291,851.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,701.00
Sup & Conc	7090	\$144,233.00
EL	7091	\$97,917.00
<b>Grand Total</b>		<b>\$291,851.00</b>

Domain Totals	Budget Totals
Academic	\$251,193.00
Culture & Climate	\$26,169.00
Social/Emotional	\$14,489.00
<b>Grand Total</b>	<b>\$291,851.00</b>



E.1. Assurances

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester for annual approval by the Board of Education.</p>

E.2. 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 - Cindy Ferdinandi</b>	X				
2. <b>Chairperson - Charlotte Alldredge</b>		X			
3. <b>Marivel Castillo</b>		X			
4. <b>Elizabeth Barker</b>		X			
5. <b>Roxanna Gale</b>			X		
6. <b>Alma Cruz</b>				X	
7. <b>Antonia Benetiz</b>				X	
8. <b>Dalia Mondragon</b>				X	
9. <b>Crystal Maldonado</b>				X	
10. <b>Fernando Zurita</b>				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

<b>School Name:</b> 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Cindy Ferdinandi	<i>Cindy Ferdinandi</i>	April 20, 2016
SSC Chairperson	Charlotte Alldredge	<i>Charlotte Alldredge</i>	April 20, 2016

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws