Columbia Elementary

10621666006068

Principal's Name: Mike Rivard

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals

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.

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

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

School Site Council

School Site Council List	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Mike Rivard	X				
2. Chairperson – Mark Vargas			X		
3. Secretary-Rachel Cooper		X			
4. Ashley Gonzalez		X			
5. Ciera Esqueda		X			
6. Jason Spencer				X	
7. Vanessa Guizar				X	
8. Stephany Guizar				X	
9. Nicole Godbolt				X	
10. Ruth Cabrera				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☒ ELAC voted to consolidate with the SSC. Date ___9/28/23___ .

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		4/5/2024
SSC Chairperson	Mark Vargas		4/5/2024

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Utilization of CSI Best Practices (Fundamentals).

- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.

- ❖ School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)

- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).

- ❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Columbia - 0095

ON-SITE ALLOCATION

3010	Title I	$72,360	*
7090	LCFF Supplemental & Concentration	$225,003	
7091	LCFF for English Learners	$81,648	
3182	Comprehensive Support and Improvement	$164,016	**

TOTAL 2024/25 ON-SITE ALLOCATION   **$543,027**

*	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	$2,144
	Remaining Title I funds are at the discretion of the School Site Council	$70,216
	Total Title I Allocation	$72,360

January 24, 2024
Updated February 21, 2024

Columbia Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✔		35.5 %	2023-2024	50 %
SBAC ELA - Average distance from standard	✔	-69 pts	-84.7 pts	2023-2024	-54 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-95 pts	2023-2024	-80 pts
SBAC ELA - Average distance from standard (Hispanic)	✔		-78.4 pts	2023-2024	-63 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-86.3 pts	2023-2024	-70 pts
SBAC ELA - percentage of students met/exceeded standard	✔	35.73 %	18.5 %	2023-2024	28.5 %
SBAC Math - Average distance from standard	✔	-82 pts	-91.3 pts	2023-2024	-75 pts
SBAC Math - percentage of students met/exceeded standard	✔	29.87 %	15.6 %	2023-2024	20.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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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.

The PLC work using the GVC continued to deepen:
- The IPG tool was discontinued and our focus was on CSTP feedback, engagement, clarity and informational text.
- Focus on Reading Foundational Skills continued. Based on the literacy grant funding and the districts' support of literacy, we were able with Nancy Akhavan Consulting for PL on the science of reading for teachers tk-3. This also introduce the "Literacy Walk" which teachers found to be very effective, productive and reflective. This has shown to have a positive impact on reading as seen on the iReady Diagnostic, CFAs, the Wonders Phonics Survey and Fluency tools and the FSA.

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

- We did not procure additional literacy mentors for 3.5 classroom supports for primary. We had problems finding vendors that had enough people and the vendor we did find that could staff was only cleared for supports through extended learning and not during the school day. This should be remedied the coming school year due to having another vendor who will be able to staff and are approved.
- We have a number of resources that could be utilized more effectively. This is an area of continuous improvement for the next school year.

- We continued our efforts at helping teachers have a great impact on the intervention process in the classroom first. We also added additonal literacy mentors during the school day as 1 on 1 tutors and in the after-school program to support reading interventions. This is showing to be effective as growth is occuring as shown on CFAs and iReady Diagnostics.
- We have instituted D4s (Deep Data Dive Discussions) during our PLC/PL times which has included data analysis by all PLCs of either iReady diagnostics, Standards' Mastery and/or IABs. This was done with PLCs making plans for response to data analysis.
- We continue to have teachers administer IABs and FIABs in order to better prepare students for SBAC.
- We continue to have teachers administer the IAB for the ELPAC test to address and increase the learning for our EL students.

Capacity building of PLCs and ILT and allowed for:

- A more consistent use of CFAs, data analysis, grouping and addressing the needs of individual students
- The focus on reading comprehension, with a focus on informational text, as a site was decided last spring, and was supported by Professional Learning sessions
- During ILT, teacher brought and shared their latest CFA and data. ILT members analyzed and gave feedback on the CFA. This supported the grade level and gave insightg for vertical articulation.
- Classroom visits were made consistently, individually or in teams, with follow up, which opened up discussions for PLCs in both ELA and Math.

Interventions:

- Specific reading interventions were used in after school program aligned to student needs based on I-Ready data
- Teachers offered after school tutoring to students based on student needs
- All teachers had specific intervention plans
- ENP was used for in school reading interventions for grades 1 and 2

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 (Intended actions for the current school year vs. Actual actions that occurred).

- The only major difference was the literacy grant money and the addition of the Literacy Walk Professional Learning and Coaching
- NextGenMath was used for grades 3-6
- The use of data from CFAs and IReady to drive instruction for RTI continues to be a work in progress
- Money was set aside for supplemental contracts for teachers to hold intensive RTI for students after school

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 2024/25 SPSA.

For the 24-25 school year the following changes will occur:

- Literacy mentors will be procured for kinder and 1st grade, at a minimum. These will be 3.5 hour folks that we train for supporting daily classrooms stations/centers for literacy and math support.
- A 3.5 hour or fulltime (Depending on funding after designated decisions are finalized) intervention teacher will be added to support targeted groups during the day and will help teachers organize their intervention times.
- An effort will be made to increase the 1 on 1 literacy mentors from ENP to help further support our emerging readers as identified by iReady and the Wonders' Phonic Survey and/or fluency assessment.
- PL focused on English Learners will continue with the help of the English Services Department TSA
- PLCs will plan for, and calendar CFAs for both ELA and Math, with dates scheduled for data analysis and plans for targeted students needs
- Expand the Literacy Walk work to all grade levels, ILT coaching for Lit Walks and beginning of the year coaching for all staff to make a PLC goal for Qtr. 1
- Deep Dive Data Discussions will continue with refinement based on the PLC+ learning and support from Nancy Akhavan Consulting coaches

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Data Analysis included: - Use of IReady Diagnostic data from D1 and D2 for both ELA and Math broken by student groups - Survey data from fall and spring - RTI data from various programs and teachers Discussion: - Provide extra help for the students that need it - would like to see more real world problems and opportunities	Data Analysis included: - IReady Diagnostic Data from D1 and D2 for both ELA and Math with a breakdown by ethnicity - Reclassification data from ellevation Discussion: - Provide extra help to our students - Continue to increase number of clubs offered to all students - what are the supports available to newcomers? - continue to have closet for resources with toiletries available to students	- Hire a reading teacher - Increase/keep Literacy Mentors - Continue Lit Walk Work - Math Intervention like we do with ENP - Designate some PLC for vertical articulation

Action 1

Title: Academic Achievement in English Language Arts (ELA)

Action Details:

- By the summer of 2025 there will be an increase of 10% in student scale scores in ELA based on iReady and SBAC data
- 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 comprehensive literacy approach will be implemented to include:
  - Tk-2
    - Reading Foundational Skills-to include phonics, phonemic awareness, word work, sight words, writing, small groups, total physical response and language development/acquisition
    - Engaging and Accessible Texts
    - Comprehension through Writing
  - 3-6
    - Engaging and Accessible Texts
    - Comprehension through Writing

- ▪ Foundational Reading Skills as needed for levels of RTI (Response to Intervention)
- Focus on literacy support through Nancy Akhavan Consulting through Literacy Walks and Professional Learning and Orton Gillingham professional learning
- Based on staff feedback and classroom visit data, professional learning opportunities will be developed in cohort with the Instructional Coach to support teachers
- School-wide participation in Literacy Walks with Nancy Akhavan consulting
  - ○ K-2; Focus on reading foundational skills and small group instruction
  - ○ 3-6; Focus on small group intervention, complex comprehension and small group instruction
- Focus on Response to Intervention embedded into the instructional schedule at each grade level with the use of iReady Standards Mastery, Foundational Skills Assessments or Phonics Surveys and direct instruction in response to grouping needs-This will continue to be an area of focus for the entire school year, including enrichment groups
- Additional intervention will continue to be developed after school to support below grade level readers-will be coordinated beginning at week 6 by the Designated TSA, VP, Intervention Teacher and Academic Coach-The plan will be developed by the ILT in August of 2024 for the 24-25 School Year. This will be revisited annually by the ILT
- Additional interventions for grades 3-4 reading will be coordinated beginning at week 6 by the Designated TSA, VP and Instructional Coach-The plan will be developed by the ILT in August of 2024 for the school year of 24-25
- Targeted intervention coordinated by a 3.5 hour (Or Full Time FTE should funds be available after designated school decision) certificated teacher (Intervention Teacher) with focus determined August 2024 by ILT based on iReady Diagnostic and SBAC data
- Additional support will be offered with the help of Generation Changers and Every Neighborhood Partnership and A4 to support African American, Special Needs' and Homeless and other sub-groups of students who are below grade level
- SST and IEP days with sub for staff coverage so general education teachers 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 SOS (Superintendent of Schools) identified for Columbia Elementary School conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- For all areas of the SPSA School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress
- PLCs will have two planning day each semester with, substitute coverage, which will include a PLC data chat with admin around focus students and strategies
- We will work in a State Status of Continuous System Improvement (CSI). This designation is a result of low academic achievement in both ELA for Hispanic, English Language Learners and Socioeconomically disadvantaged students. Our plan is in response to such needs for the Columbia Learning 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

- 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 Wonders
  - Group students and support intervention time
- Additional support will be targeted for African American, Homeless, Special Needs and EL populations
- Grades 3-6 will use SBAC and interim assessment 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 Standards Mastery or
  - 3. Grades 3-6 The use of FIABs/IABs and/or NextGenMath as the central data, along with iReady Standards Mastery and 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 standards mastery, IAB and FIABs, Wonders and GoMath Assessments and/or NextGenMath for CFAs
- PLCs will develop a process for data analysis to be used throughout the year through the study of PLC+ processes and training.
- 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.
- District quarterly reports will be used to moniter attendance, suspensions and math and ela growth among specific student groups.

Owner(s):
- Administration
- TSA
- Lead Teachers

Timeline:
- Beginning of the year
- Middle of 2nd quarter
- Near the end of the 3rd quarter
- CFAs approximately every 3-4 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, FIABs/IABs, Standards Mastery, and/or NextGenMath Assessments will be introduced to grades 3-6.
- 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 FIABs and IABs for 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 standards mastery as chosen for CFA by the PLC

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

- The following process will be used to ensure rigor, analysis and next steps for PLCs
  - Lead Teacher and Admin. Liaison meets every 2 weeks for a check in
  - CFA will be reviewed
  - Discussion will be around how the PLC is ensuring rigor to the standard
  - Data will be shared from previous CFA
  - Next steps will be specifically made by the PLC
  - Admin classroom visits and feedback

Owner(s):
- Administrators

Timeline:
- Every 2 Weeks

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

- Admin. classroom visits will generate specific feedback to the PLC to be used at the PLC meeting for instructional discussions
- Feedback is to include:
  - Reinforcement of best practices and those identified during PL work
  - Reflection questions
  - Possible micro adjustments made by PLC Team or individual teachers

Owner(s):
- Admin. and Lead Teachers

Timeline:
- At least once every 2 weeks PLC feedback will be provided from recent classrooms visits

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

- The quarterly report supplied by the office of the Chief Academic Officer
- This report will help us get a high level look at results in a number of areas around the district's goals
- This report can also be used to inform parents on our progress as a school

Owner(s):

Admin.

ILT

Timeline:

At the end of each quarter

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, VP, Intervention Teacher and district provided Academic Coach 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 2 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 Edcite 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts and Suspension Rate.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of English Language Arts.

The Hispanic student population is performing at the lowest level in areas of English Language Arts, and English

English Learner student population is performing at the lowest level in areas of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by offering a daily 30 minute designated EL instruction component in the instructional schedule and after school supplemental tutoring for English Learner students.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing targeted PL for teachers on ELD and literacy, providing babysitting for family engagement events, tutoring, substitutes for planning, literacy mentors, the Positivity Project, classroom materials and resources for the home-school liaison.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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

Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by providing tutoring, family engagement events and optional after school tutoring.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support by providing targeted PL for teachers on ELD and literacy, providing babysitting for family engagement events, tutoring, substitutes for planning, literacy mentors, the Positivity Project, classroom materials and resources for the home-school liaison. Some funding will be used to hire a full time TSA-Reading Intervention Teacher.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Identified student group data will be analyzed for data chats, intervention supports and for teacher/teams analysis for CFAs and CSAs
- A Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the CSI identified student group(s), 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 summer of 2025 there will be an increase of 15% in students growth toward standard in math as evidenced by the iReady Diagnostic and SBAC results
- 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 4 Areas:
    - Conceptual Learning
    - Application/Problem Solving
    - Procedural/Computation Fluency
    - Number Sense
- Focus on conceptual learning support through the GVC
- Based on staff feedback and classroom visit data, professional learning opportunities will be developed in cohort with the Academic Coach to support teachers
- 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, VP, Intervention Teacher and Academic Coach as funding allows. Priority will be given to reading intervention
- Additional support will be offered with the help of Every Neighborhood Partnership and A4 to support African American, Special Needs' and Homeless students who are below grade level

- Generation Changers will be used to support intervention during the school day, with targeted-individual support, for students grades 3-6 during the school day.
- Procedural/Computation Fluency supports to include:
    - GoMath Materials/Fluency Resources "Strategies and Practice for Skills and Facts Fluency"
    - NextGen Math
    - Reflex/Frax Math
    - K-3 Common Core Assurance
- 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 in the PLC+ work
- 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 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 and interim assessment 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 iReady-Standards Mastery or
    - 2. Grades k-6 The use of NextGen Math, FIABs and IABs 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 standards mastery, Wonders and GoMath Assessments, FIABs, IABs and NextGen Math (Gr K-6) for CFAs
- PLCs will develop and process for data analysis to be used throughout the year through the study of PLC + training.
- 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
- Utilize District quarterly reports to analyze improvement for all student groups in math.

Owner(s):

Administration

TSA

Lead Teachers

Teachers

Timeline:

- Beginning of the year
- Middle of 2nd quarter
- Near the end of the 3rd quarter
- CFAs approximately every 3-4 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, NextGen Math Assessments, FIABs and IABs will be used in grades k-6
- ILT will analyze and share best practices of the aforementioned
- To Include SPED Teachers, as well
- Special focus given to EL, Special Needs' Students, Homeless and African American student groups

Owner(s):

Administration

TSA

Lead Teachers

Teachers

Timeline:

- As needed with a CFA moving to a CSA.
- Use of NextGen Math, FIABs and IABs for grades k-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 following process will be used to ensure rigor, analysis and next steps for PLCs
  - Lead Teacher and Admin. Liaison meets every 2 weeks for a check in
  - CFA will be reviewed
  - Discussion will be around how the PLC is ensuring rigor to the standard
  - Data will be shared from previous CFA
  - Next steps will be specifically made by the PLC

Owner(s):

Administrators

Timeline:

Every 2 weeks

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

- Admin. classroom visits will generate specific feedback to the PLC to be used at the PLC meeting for instructional discussions
- Feedback is to include:
  - Reinforcement of best practices and those identified during PL work
  - Reflection questions
  - Possible micro adjustments made by PLC Team or individual teachers

Owner(s):

Admin and Lead Teachers

Timeline:

- At least once every 2 weeks PLC feedback will be provided from recent classrooms visits

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 mathematical concepts
- The Quarterly Planner resources and problems will be used
- 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 Next Gen Math online tools
- Teachers will utilize i-Ready and Next Gen Math for Tier II and Tier III support. A scheduled RTI time each day will allow for this support
- The Designated TSA, VP, Intervention Teacher and Academic Coach 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 NextGen Math 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts.

2. Using Title I funds only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by providing ELD support during the school day both integrated and targeted, optional after school tutoring, and family engagement.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by... providing targeted PL for teachers on ELD and literacy, providing babysitting for family engagement events, tutoring, substitutes for planning, literacy mentors, the Positivity Project, classroom materials and resources for the home-school liaison.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner, Hispanic and Socioeconomically Disadvantaged will require extra supports in mathematics.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support our English Learner, Hispanic and Socioeconomically Disadvantaged groups with additional tutoring both during school and after school.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our English Learner, Hispanic and Socioeconomically Disadvantaged groups through RTI, small group tutoring and additional classroom resources.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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 CSI 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
- Use of ELPAC Interim assessments and ELPAC practice tests
- 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 teacher 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 ELD 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of ELA and EL Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...hiring a 3.5 hour intervention Teacher (Full time should funds allow based on designation status) and family engagement activities and Parent University trainings for families.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- *Providing Social Worker as needed*
- *Teacher Tutoring beyond the school day*
- *Babysitting for parent meetings*
- *Translation as needed*
- *ELPAC Assessors*
- *Additional Technology*
- *Literacy Mentors*
- *Social Emotional and Academic suppport mentors*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

The English Learner student population is performing at the lowest level in areas of ELA and EL Progress.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See previous

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 1 Teaching fellow coordinating homework support for those long term EL or at risk for becoming long term EL supported through EL Services
- 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 classroom during the school day

2024-2025 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	Title 1 Basic	Instruction	Mat & Supp			: Supplemental materials and supplies for instruction.	261.00
G1A1	ESSA-CSI	Instruction	Subagreements			Generation Changers : Providing literacy mentors for TK-1st grade classrooms at 145 days, 3.5-hour each day for a total of $101,500 split funded 3 ways, 3182-$14,530, 7091-$14,953 and Lit Grant 6211-$72,017.	14,530.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Subagreements			Nancy Akhavan Consulting : To provide Literacy Walks for Grades 2-6 around a comprehensive literacy program to include literacy walks for teacher learning. Will also provide a day of PL for all staff and days to train ILT around the PLC+. $49,900 split funded 2 ways, 3182-$2,934 and 7090-$46,966.	2,934.00
G1A1	ESSA-CSI	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	1.0000	Fulltime social worker to offer flexibility in counseling services, group counseling services, response to crisis, family/home visits and extra classroom support for Tier 2/3 misbehaviors/needs G3A2	146,552.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1400	1.0 FTE- 0.39 FTE in 3010 and 0.61 FTE in 6211 (Literacy Coaches & Reading Specialists Grant)	20,056.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute coverage for SSTs, IEPs, literacy walk and Planning Days G1/A1-A3	35,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental pay for tutoring after school G1/A1-A3	12,014.00
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, subscriptions to online resources for math, reading, science and social science, etc. SPSA G1/A1 – A3, G2/A1, G3/A1 – A2. Items: student awards $2000, students of the month $3000, cougar polos and T-shirts $8000, college signs, PAWs posters and banners $2500, metals for rallies $1500, poster machine supplies $2000, Office Depot $8,000, warehouse orders, including copy paper, miscellaneous PO's, etc. $17,000 G1A1	35,462.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Estimated Additional 0.039 FTE TSA Benefits Cost: $16,844 7090-0.14 FTE = $6,047 7091-0.25 FTE = $10,797 Allocation to cover the additional remaining benefits related to the 0.39 FTE portion of	6,047.00

2024-2025 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		Instruction	Mat & Supp			our 1.0 FTE TSA. Estimated overall cost for 0.39 FTE is about $72,716. 0.61 FTE portion is funded from 6211.	6,047.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Additional technology devices for library and classrooms for supporting student learning ELA and Math SPSA G1/A1-A3	6,258.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance and repairs G1/A1-A3	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for technology repairs. SPSA G1/A1-A3	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for posters, banners, printing, etc. G1A1	500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Subagreements			Nancy Akhavan Consulting : To provide Literacy Walks for Grades 2-6 around a comprehensive literacy program to include literacy walks for teacher learning. Will also provide a day of PL for all staff and days to train ILT around the PLC+. $49,900 split funded 2 ways, 3182-$2,934 and 7090-$46,966.	46,966.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	1.0 FTE- 0.39 FTE in 3010 and 0.61 FTE in 6211 (Literacy Coaches & Reading Specialists Grant)	35,816.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Set aside for teaching reading training, subs for coverage and materials as decided upon by ILT for the 24-25 school year to support intervention G1/A1-A2	3,457.00

G1A1	LCFF: EL	Instruction	Mat & Supp			: Estimated Additional 0.039 FTE TSA Benefits Cost: $16,844
						  7090-0.14 FTE = $6,047
						  7091-0.25 FTE = $10,797
						Allocation to cover the additional remaining benefits related to the 0.39 FTE portion of our 1.0 FTE TSA. Estimated overall cost for 0.39 FTE is about $72,716. 0.61 FTE portion is funded from 6211.
							10,797.00

G1A1	LCFF: EL	Instruction	Subagreements			Generation Changers : Providing literacy mentors for TK-1st grade classrooms at 145 days, 3.5-hour each day for a total of $101,500 split funded 3 ways, 3182-$14,530, 7091-$14,953 and Lit Grant 6211-$72,017.	14,953.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			NextGen Math online assessment tool SPSA G1/A2-A3.	10,940.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex/Frax Math subscription with district bundle contract for practice of basic math skills G1-A2	4,000.00
G1A3		Guidance & Counseling Services	Subagreements				30,650.00

2024-2025 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
G1A3	Sup & Conc	Guidance & Counseling Services	Subagreements			ENP Coordinator of Volunteers : Every Neighborhood Partnership for Literacy Mentors 1 on 1 for 13 primary classrooms at 4 hours per week. G1/A1 and A3	39,650.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	14,712.00

$476,905.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	85 %	85.6 %	2023-2024	88 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

The early results from the Spring of 2024 show a slight decline in the aforementioned metrics.

We did not identify all opportunities for experiences through a meaningful assembly. We just had the Hero Echo Show, but need to do a better job of having more experiences like this for all students.

We did, in fact, subscribe to Scholastic News and Time Magazine for Kids to help ensure there was informational texts available on current news and such.

Next year, we must prioritize PLC time to work on how we offer, and ensure, real-world learning experiences for our youg people.

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

Currently, we have the resources. All students were affected by us not having a variety of experiences available for all students.

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 (Intended actions for the current school year vs. Actual actions that occurred).

- See step 1 concerning some items.
- The Career Fair was not reinstated due to the focus on informational text, assessments/CFAs and the large amount of attention given to RFS.

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 2024/25 SPSA.

in Goal 2 we will commit to the following:

- Ensuring that we plan, by the end of the 1st quarter, school wide experiences for every student. This will happen in the PLC to ensure teacher voice in the planning process.
- A point person(s) will be established for the Career Fair for all 5th and 6th graders.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
• Want to see more opportunities for younger students in terms of sports (Like the best club)	• Ensure translation in all situations for students needing such support	• Additional/Meaningful field trips • Re-instate the Career Fair • Continue the Kinder Gallery Walks

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 ares for the next activity/event

Owner(s):

- Each PLC
- Extended Learning Coordinator
- ILT to Plan/Process

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 for work around informational text
- 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, and English Learner Progress.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by offering a daily 30 minute designated EL instruction component in the instructional schedule and after school supplemental tutoring for English Learner students.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing targeted PL for teachers on ELD and literacy, providing babysitting for family engagement events, tutoring, substitutes for planning, literacy mentors, the Positivity Project, classroom materials and resources for the home-school liaison.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- See Goal 1 for academic supports for EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The English Learner, Hispanic, African American and Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA and Math and suspensions as identified according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner, Hispanic, African American and Socioeconomically Disadvantaged group by offering more social emotional skill building and support with our counseling team as well as provide additional field trip opportunities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support English Learner, Hispanic, African American and Socioeconomically Disadvantaged group by offering more social emotional skill building through our counseling team as well as scheduling more field trip opportunities and having more parent involvement with events hosted on campus through our home school liaison.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Quarterly assemblies and experiences to expand student exposure to real world learning and opportunities-G2A1	2,500.00

$2,500.00

05/02/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		33.1 %	2023-2024	25 %
Suspension Rate - Semester 1	✔	1.24 %	2.7 %	2023-2024	1.7 %
Suspension Rate - Semester 1 (African American)	✔		7.4 %	2023-2024	4.4 %
Suspension Rate - Semester 1 (English Learner)	✔		0.5 %	2023-2024	0.3 %
Suspension Rate - Semester 1 (Hispanic)	✔		2.1 %	2023-2024	1.1 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		2.7 %	2023-2024	1.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- The B.E.S.T. program was a success per feedback from families. It included a flag football game for grades 2 and 3 with character building component in cooperation with Image Church
- We added a Tier II Specialist to work with students on attendance and behaviors by doing check in and check out daily as well as hosting various girl power groups for different grade levels
- Our TST Team meets weekly to reduce and address misbehaviors and set kids up with adequate supports
- The Positivity Project was again a great success with positive informal feedback from families, students and staff
- The MTSS process was further developed with additional protocols including electronic referral form for SST and TST referrals
- Our full time Social Worker continued to provide services to students, their families as well as staff

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

- We are currently a CSI school due to chronic absenteeism but have a plan for improvement
- We are currently a CSI school due to suspensions for our African American population group and are working weekly to proactively address behavior and issues from office referrals before they become suspensions
- Climate/Culture Team is working to strengthen Tier I strategies in the classroom to decrease office referrals

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 (Intended actions for the current school year vs. Actual actions that occurred).

- We had hoped to increase family events/activities. We started way too late. We will have a contract in place prior to start of school for Generation Changers to help us plan, implement and advertise

- An effort will be made, that wasn't this current school year, to implement the Career Fair once again. This will be expanded to include both 5th and 6th graders
- In order to help increase attendance, a specific portion of the TST will focus on attendance each week and include the HSL on regular days for home visits

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 2024/25 SPSA.

- Regular HSL days for visiting students' homes of those who are chronically truant
- The change for a company to do our mentoring. We will be going with Generation Changers
- Adding an additional vendor for a Best like club for soccer with Fresno Indoor Soccer

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Data Analysis Included: - Use of IReady Diagnostic data from D1 and D2 for both ELA and Math broken down by student group - Survey data from fall and spring - Intervention data from various programs and teachers Discussion: - Keep Social Worker and mentors - Continue work on MTSS	Data Analysis Included: - IReady Diagnostic Data from D1 and D2 for both ELA and Math with a breakdown by ethnicity - Reclassification Data from Ellevation Discussion: - Would like to see more clubs offered to all students - What are the supports available for newcomers? - Resource closet with toiletries available to students - Reading Sources for home that students can access easily	Data Analysis Included: - Use of IReady Diagnostic data from D1 and D2 for both ELA and Math - Survey data from fall and spring - Intervention data from various programs and teachers Discussion: - Keep Social Worker and mentors - Continue work on MTSS - Increase clubs

Action 1

Title: Increase Attendance and Reduce Suspensions

Action Details:

- Attendance Needs:
  - The TST team has developed, and will continue to use, a process of looking at specific attendance data from PowerBi
  - The members of the team will be given groups of students to follow up on in terms of calling homes, check in/check out and/or home visits to help the students improve their attendance.
- Suspension Needs:
  - Use of the Intervention Specialist will help the TST team monitor students needing extra attention to prevent behaviors from escalating which cause a suspension
  - More timeouts will be used in other teachers' rooms to compete work and/or de-escalate situations
  - RP Counselor will work with staff to help have greater application of the restorative practices in the classroom with the teacher

- We will continue to work on developing a list of alternative to suspension options using our TST team-Tier 2 Specialist, RP Counselor, TSA, VP, Social Worker and School Psychologist
- Continue to use the Social Worker to help coordinate work with families with medical doctors, counselors on site and off site for student needs
- An RCA will be added to help with the RP work throughout the day. This should address the conflicts that usually result in suspensions
- We will educate families on the dangers or vaping, how to recognize signs and items in order to help with early detection and support

- Continue to support all sports added over the past few years
- Continue to support all clubs added over the past few years
- 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
- Work with Image Church for intensive, targeted, mentoring for highly at risk students

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

Explain the Progress Monitoring and data used for this Action

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

- 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
- District quarterly reports will be utlized to continue improvement in attendance and reducing suspensions

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 (have music teachers' involved in such)
- Adequate supervision will be supplied
- Teachers and PLC Teams will plan Arts and Activities' opportunities at each grade level (Use FUSD trained primary and intermediate teachers on Art Integration)
- Climate Culture team meetings
- Care and Connect Room and ROAR Room staffed by mentors and Tier 2 Specialist
- Cougar T-Shirts
- Motivational and engaging signs, posters, banners, etc.
- Rallies and assemblies with awards and medals, Student of the Month certificates, weekly incentives, semester awards and T-Shirts, Spirit Gear, bracelets for P2 and Colleges, etc.
- Awards' Assemblies and Student Work Showcase-refreshments for families and students, certificates for students, etc.
- Motivational and engaging assemblies to be determined by ILT-at least 1 per quarter
- Resources as needed to support sound system for assemblies
- Generation Changers Mentors to support students in the classroom and on campus throughout the day
- Cougar Den to support Cougar Tickets 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-TST, and student participation in enrichment and sports activities and all career opportunities generated from the central office level
- Purchase of, and continued use of, the Positivity Project
- In partnership with the Parent University Department, Every Neighborhood Partnership and Genervation Changers, 6-8 week classes will be set up to support parent learning with trauma support being at the center

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts and high in areas of suspension.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by offering additional tutoring for our EL students during and after school as well as offering social emotional supports during school.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by increased tutoring and small group instruction as well as offering more social emotional skill building supports and conflict resolution.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Communications from the school will be translated into Spanish and Hmong 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

data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The English Learner, Hispanic, African American and Socioeconomically Disadvantaged *student population are performing at the lowest level in areas of attendance, higher in suspensions and lower in ELA and Math.*

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learner, Hispanic, African American and Socioeconomically Disadvantaged student groups by offering additional tutoring in math and ela as well as social emotional skill building with our counseling team. The TST team will focus on students who are deemed at risk and meet each Friday to ensure resources are used to support the needs of student socially and emotionally to prevent them from being suspended and to ensure an increase in their attendance.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support

English Learner, Hispanic, African American and Socioeconomically Disadvantaged student groups by offering additional tutoring in math and ela as well as social emotional skill building with our counseling team. An RCA will be funded from the new safety grant to help deepen the restorative work with students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Emphasis of the program for parents will be made to engage African American and Hispanic parents

Action 2

Title: Increase Opportunities for Social-Emotional Support

Action Details:

- Additional after school support for targeted tutoring for emerging readers
- Climate Culture team to meet regularly and at least quarterly with the ILT to support behaviors and academics
- Care and Connect 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)
- The TST will continue to meet on a bi-weekly, and at times weekly, to coordinate services for students needing additional supports
- 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 4 mentors/5 days per week at 6 hours 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)
- 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
- 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. CCT will also work to make recommendations as data is shared throughout the year and areas of potential growth are identified
- 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 staff
  - Purchase P2 bracelets for students
  - 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
  - Academic Coach to facilitate the P2 Family Component
  - 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/All4Youth
- 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 throughout the 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	Owner(s):	Timeline:
- Attendance data will be used to target at risk students rotated monthly	- Admin., TSA and Climate Culture Team	- Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- 1 question surveys with students TK-6 to gather ongoing feedback on the climate and culture of the school	- Lead Teachers, Climate Culture Team	- Bi-weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- 1 question surveys with staff at every PL opportunity	- Administration, Climate Culture Team	- 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 our school-wide focus on character strengths
- Climate Culture team meetings
- Care and Connect Room staffed by mentors
- Cougar and Positivity Project T-Shirts and bracelets
- 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 to be determined by the ILT
- 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
- District provided Restorative Practices Counselor for 2.5 days a week
- Classified/other classified support for targeted behavior support with the use of more time for NTA's 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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- See next box for supports for all students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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 Tier 2 Specialist. 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 assemblies 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.

2024-2025 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	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage reimbursement for HSL home visits SPSA: G3/A1-A2	601.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers : For intensive mentoring services-4 mentors at 4.5 hours each per day. SPSA G3A2. Split funded at total contract of $88,695. Split funded 2 ways, 3010-$55,015 and 4129-Stronger Connections Grant-$33,680.	55,015.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: Positivity Project subscription G2/A1 and G3/A1-A2	4,550.00

$60,166.00

05/02/2024

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	92.2 %	96.2 %	2023-2024	97.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- A concerted effort has been made to work with Human Resources to call and interview a diverse pool of candidates for all open positions
- PL needs assessment is a regular part of ILT meetings, as well as staff surveys

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

- Currently, we are getting a very limited number of candidates for our para job openings

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 (Intended actions for the current school year vs. Actual actions that occurred).

- We plan to be able to offer more Restorative Practices PL for all staff

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 2024/25 SPSA.

- The use of the fall survey data to dig deeper into staff needs
- A greater focus each month on a particular part of the ELPAC as well as strategies for teachers to choose/use to support ELs
- Current data show the organizational domain in the spring staff survey up __ points for a ___ favorable response

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
Data analysis included: • Use of I-Ready Diagnostic data from D1 and D2 for both ELA and Math broken down by student groups • Survey data from fall and spring • Intervention data from various programs and teachers Discussion • How can families help recruit • Can Generation Changers help recruit	Data analysis included: • Use of I-Ready Diagnostic data from D1 and D2 for both ELA and Math broken down by student groups • Survey data from fall and spring • Intervention data from various programs and teachers Discussion • Would like to see more staff that speak Spanish	Data analysis included: • Use of I-Ready Diagnostic data from D1 and D2 for both ELA and Math broken down by student groups • Survey data from fall and spring • Intervention data from various programs and teachers Discussion • How can staff help recruit from family and friends

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
- Continue to support all sports added over the past few years
- Continue to support the music program and opportunities to showcase talents
- Focus on behavior interventions to support students staying engaged
- Work with Generation Changers for intensive, targeted, mentoring for highly at risk students

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline:

Details	Owner(s)	Timeline
• Cultural Proficiency Training	• Admin, TSA, CCT	• Quarterly
• SEL Training for Teachers	• Admin, TSA	• Quarterly
• PL Needs Assessment	• Admin, Lead Teachers, Academic Coach	• Quarterly
• Staff Climate and Culture Survey	• Admin	• Fall and Spring
• PL to support ELs	• Admin, TSA	• Quarterly

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 applied
- SEL training for staff by Social Worker, RP Counselor and Academic Coach
- Needs Assessment will be given to PLCs at the beginning of each quarter. Admin, TSA, Academic Coach, 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
- Rallies and assemblies with awards and medals, Student of the Month certificates, weekly incentives, semester award and T-shirts, spirit gear, bracelets for P2, etc.
- Awards' Assemblies and Student Work Showcase-refreshments for families and students, certificates for students, etc.
- Mentors to support students in the classroom and on campus throughout the day
- Purchase of, and continued use of the Positivity Project
- An effort will be made to communicate to families and all staff of openings so they can help recruit

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Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

n/a

2. Using Title I funds Only: What are the planned expenses to support this student group?

n/a

3. As a site: What are planned actions to support this student group?

n/a

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Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 4 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- SEL Training by Principal, Social Worker and RP Counselor to support the social/emotional needs of our lowest-performing students
- Partner with Image Church-Generation Changers 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)-Community Schools Coordinator Work
- Teachers will continue to work with Mentors on site to help support students
- Alignment of the After School Program to support both reading and SEL needs and growth

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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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	91.31 %	86.3 %	2023-2024	92 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- We continued to try to increase our involvement of our families in the work
- SSC was able to procure parents at the beginning of the school year
- We did offer a few family events including a Rally, Donuts with Dad, Pastries with loved ones, Movie night and they were all very well attended
- We continue to work with Image church as a partner. They are now shifting to a much more focused volunteer mentor program
- Our Extended Learning Coordinator has increased our community partners for support of our after school program. This has allowed us to have 180 students involved and align reading supports for students needing intervention after school

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

- Due to our dramatic increase in after school program services, we did not dedicate enough time for parent/family connections as needed
- Due to the literacy grant work, we weren't able to finalize our contract with Generation Changers for family Connection services until late first semester

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 (Intended actions for the current school year vs. Actual actions that occurred).

- We have added a partnership with Generation Changers to help us in efforts to increase family engagement for the next school year.
- We have set aside funds in our Community Schools money to make community agency connections in order to help bring make more services available for our families such as medical services, dental services, literacy support, vision services, etc.

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 2024/25 SPSA.

- We already have our quote for next years' service for family connections from Generation Changers. This should allow us to begin much earlier

- We have also identified some Calendar non-negotiables for next year to help organize events and take advantage of Parent University offerings

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).
Data Analysis Included: - Survey data from fall and spring - Intervention data from various programs and teachers Discussion: - More opportunities for events like movie night, pastries with families, etc.

2 ELAC:
Data Analysis Included: - IReady Diagnostic Data from D1 and D2 for both ELA and Math with a breakdown by ethnicity - Reclassification Data with Ellevation Discussion: - Would like to see more clubs offered to all students - What are the supports avilable for newcomers - Resource closet with toiletries available students - Reading sources for home that students can access easily

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Data Analysis: - Survey data from fall and spring - Intervention data from various programs and teachers Discussion: - Work on getting Positivity Project Family Resources out to our community on a regular basis

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 semester using PL Hours-Ex. Literacy Night Showcase and How I can support my students
- The Attendance Team will continue to support all students, but with a focus on African American students through the TST to include HSL making home visits to those who fall in the chronic absenteeism category.
- Image Church-Generation Changers 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
- Generation Changers will work with Columbia to facilitate community events such as STEAM night, Bingo, Winter Programs, talent shows, literacy nights, etc. Generation Changers will coordinate advertisement of events, as well

- Work in collaboration with Community Schools Coordinator to put on events, frequency? to engage the surrounding community and help provide access to various services for our families

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	Owner(s):	Timeline:
1. School Site Council attendance	Admin, teachers, parents	At least Quarterly
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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
23-24 Spring Climate Survey results will be used at the start of 24-25 to provide initial focus	ILT SSC/ELAC	Beginning of the school year

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
24-25 Fall Climate Survey results will be used to make further adjustments to our focus	ILT SSC/ELAC	Fall of 24-25

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Use of quarterly reports from the office of the CAO will be used to check where we are in relation to the district goals, to inform families and to help make adjustments as to what areas need additional attention	Whole Staff ILT SSC/ELAC	Beginning at the end of the 1st quarter and at the end of each quarter thereafter

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

- 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
- Efforts to coordinate family volunteers by the Community Schools Coordinator

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Partner with Image Church-Generation Changers 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

- Babysitters will be available for parents attending Wind Down Wednesdays with the Principal, ELAC and SSC Meetings

students
- Partnership with Image Church-Generation Changers/Every Neighborhood Partnership per Community Schools Coordinator to develop volunteers from area churches (Make sure area churches are invited to the SSC to stay informed and communicate with families)

2024-2025 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 opportunities. *NO FOOD OR INCENTIVES* G5A1	2,144.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			For translating at meetings as needed. G5A1	656.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parents attending meetings G5A1	656.00

$3,456.00

05/02/2024

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0095 Columbia Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplemental materials and supplies for instruction.	261.00
G1A1	ESSA-CSI	Instruction	Subagreements			Generation Changers : Providing literacy mentors for TK-1st grade classrooms at 145 days, 3.5-hour each day for a total of $101,500 split funded 3 ways, 3182-$14,530, 7091-$14,953 and Lit Grant 6211-$72,017.	14,530.00
G1A1	ESSA-CSI	In-House Instructional Staff Deve	Subagreements			Nancy Akhavan Consulting : To provide Literacy Walks for Grades 2-6 around a comprehensive literacy program to include literacy walks for teacher learning. Will also provide a day of PL for all staff and days to train ILT around the PLC+. $49,900 split funded 2 ways, 3182-$2,934 and 7090-$46,966.	2,934.00
G1A1	ESSA-CSI	Attendance & Social Work Servic	Crt Pupl-Reg	Social Worker, School	1.0000	Fulltime social worker to offer flexibility in counseling services, group counseling services, response to crisis, family/home visits and extra classroom support for Tier 2/3 misbehaviors/needs G3A2	146,552.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1400	1.0 FTE- 0.39 FTE in 3010 and 0.61 FTE in 6211 (Literacy Coaches & Reading Specialists Grant)	20,056.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute coverage for SSTs, IEPs, literacy walk and Planning Days G1/A1-A3	35,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher supplemental pay for tutoring after school G1/A1-A3	12,014.00
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, subscriptions to online resources for math, reading, science and social science, etc. SPSA G1/A1 – A3, G2/A1, G3/A1 – A2. Items: student awards $2000, students of the month $3000, cougar polos and T-shirts $8000, college signs, PAWs posters and banners $2500, metals for rallies $1500, poster machine supplies $2000, Office Depot $8,000, warehouse orders, including copy paper, miscellaneous PO's, etc. $17,000 G1A1	35,462.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Estimated Additional 0.039 FTE TSA Benefits Cost: $16,844 7090-0.14 FTE = $6,047 7091-0.25 FTE = $10,797 Allocation to cover the additional remaining benefits related to the 0.39 FTE portion of our 1.0 FTE TSA. Estimated overall cost for 0.39 FTE is about $72,716. 0.61 FTE portion is funded from 6211.	6,047.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Additional technology devices for library and classrooms for supporting student learning ELA and Math SPSA G1/A1-A3	6,258.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance and repairs G1/A1-A3	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance for technology repairs. SPSA G1/A1-A3	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for posters, banners, printing, etc. G1A1	500.00

G1A1	Sup & Conc	In-House Instructional Staff Deve	Subagreements			Nancy Akhavan Consulting : To provide Literacy Walks for Grades 2-6 around a comprehensive literacy program to include literacy walks for teacher learning. Will also provide a day of PL for all staff and days to train ILT around the PLC+. $49,900 split funded 2 ways, 3182-$2,934 and 7090-$46,966.	46,966.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	1.0 FTE- 0.39 FTE in 3010 and 0.61 FTE in 6211 (Literacy Coaches & Reading Specialists Grant)	35,816.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Set aside for teaching reading training, subs for coverage and materials as decided upon by ILT for the 24-25 school year to support intervention G1/A1-A2	3,457.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Estimated Additional 0.039 FTE TSA Benefits Cost: $16,844 7090-0.14 FTE = $6,047 7091-0.25 FTE = $10,797 Allocation to cover the additional remaining benefits related to the 0.39 FTE portion of our 1.0 FTE TSA. Estimated overall cost for 0.39 FTE is about $72,716. 0.61 FTE portion is funded from 6211.	10,797.00
G1A1	LCFF: EL	Instruction	Subagreements			Generation Changers : Providing literacy mentors for TK-1st grade classrooms at 145 days, 3.5-hour each day for a total of $101,500 split funded 3 ways, 3182-$14,530, 7091-$14,953 and Lit Grant 6211-$72,017.	14,953.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			NextGen Math online assessment tool SPSA G1/A2-A3.	10,940.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex/Frax Math subscription with district bundle contract for practice of basic math skills G1-A2	4,000.00
G1A3	Sup & Conc	Guidance & Counseling Services	Subagreements			ENP Coordinator of Volunteers : Every Neighborhood Partnership for Literacy Mentors 1 on 1 for 13 primary classrooms at 4 hours per week. G1/A1 and A3	39,650.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	14,712.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Quarterly assemblies and experiences to expand student exposure to real world learning and opportunities-G2A1	2,500.00
G3A1	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage reimbursement for HSL home visits SPSA: G3/A1-A2	601.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers : For intensive mentoring services-4 mentors at 4.5 hours each per day. SPSA G3A2. Split funded at total contract of $88,695. Split funded 2 ways, 3010-$55,015 and 4129-Stronger Connections Grant-$33,680.	55,015.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: Positivity Project subscription G2/A1 and G3/A1-A2	4,550.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagement opportunities. *NO FOOD OR INCENTIVES* G5A1	2,144.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			For translating at meetings as needed. G5A1	656.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parents attending meetings G5A1	656.00

$543,027.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$72,360.00
ESSA-CSI	3182	$164,016.00
Sup & Conc	7090	$225,003.00
LCFF: EL	7091	$81,648.00
Grand Total		**$543,027.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$476,905.00
G2 - Expand student-centered and real-world learning experiences	$2,500.00
G3 - Increase student engagement in their school and community	$60,166.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$3,456.00
Grand Total	**$543,027.00**

05/02/2024