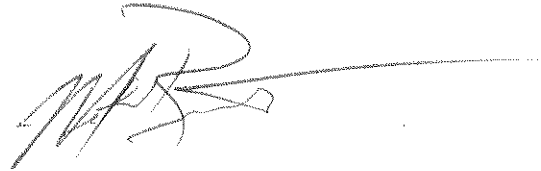


Columbia Elementary

10621666006159

Principal's Name: Mike Rivard

Principal's Signature:

A handwritten signature in black ink, appearing to read 'MR', with a long horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent 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					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mike Rivard	X				
2. Chairperson – Mark Vargas			X		
3. Secretary – Rachel Cooper		X			
4. Lisa Pierce		X			
5. Maria Avila		X			
6. Elizabeth Nunez			X		
7. Ruth Cabrera			X		
8. Jason Spencer			X		
9.					
10.					
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_____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mike Rivard		3/29/2023
SSC Chairperson	Mark Vargas		3/29/2023

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

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

FY 2023/24

Columbia - 0095

ON-SITE ALLOCATION

3010	Title I	\$69,525 *
7090	LCFF Supplemental & Concentration	\$223,746
7091	LCFF for English Learners	\$81,216
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$21,894</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$396,381

* 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	\$2,060
Remaining Title I funds are at the discretion of the School Site Council	<u>\$67,465</u>
Total Title I Allocation	<u>\$69,525</u>

Columbia Elementary 2023-2024 - 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
ELPAC - percentage of students who scored 4		15.15 %	5.88 %	2021-2022	20.98 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth		48.58 %	40.73 %	2022-2023	50.83 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth		62.95 %	55.6 %	2022-2023	75.7 %
i-Ready ELAD2 proficiency - percentage of students on/above		19.83 %	16.41 %	2022-2023	24.51 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth		52.84 %	46.89 %	2022-2023	57.99 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth		66.1 %	62.26 %	2022-2023	72.36 %
i-Ready Math D2 proficiency - percentage of students on/above		13.75 %	8.75 %	2022-2023	15.85 %
SBAC ELA - Average distance from standard	✓		-79 pts	2021-2022	-69 pts
SBAC ELA - percentage of students met/exceeded standard	✓		21.63 %	2021-2022	35.73 %
SBAC Math - Average distance from standard	✓		-92 pts	2021-2022	-82 pts
SBAC Math - percentage of students met/exceeded standard	✓		15.77 %	2021-2022	29.87 %

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 PLC work using the GVC continued to deepen:

- The focus on Reading Foundational Skills being implemented with fidelity
- The emphasis around being a critical consumer in the use of the GVC in both ELA and Math helped

2

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

- Continuation and increase of PL around instructional strategies focused on EL students will increase reclassification rates.
- There are still fears around the pandemic, but chronic absenteeism has decreased and will continue to be a focus. The streamlining of our MTSS team and SEL supports offered to students and families

PLCs focus on the most essential standards

- Teachers emphasize Listening and Speaking skills by having students answer questions using complete sentences, justifying why they agree or disagree with classmates, summarizing what they just heard a classmate say.

Capacity building of PLCs and ILT has allowed for:

- A more consistent use of CFAs, data analysis, grouping and addressing the needs of individual students
- The focus was on Reading Comprehension, so the primary grades met regularly with the ELA department on Reading Foundational Skills.
- The focus on reading comprehension as a site was decided last spring, and was supported by Professional Learning sessions
- During ILT, teachers brought and shared their latest CFA and data. ILT members analyzed and gave feedback on the CFA. This supported the grade level and gave insight for vertical articulation.
- PL days were reduced to give more time for PLCs to meet.
- Classroom visits were made consistently, individually or in teams, with follow up, which opened discussions for PLCs in both ELA and Math.
- The use of CFAs was increased, with PLCs calendaring them, and following through for analysis and discussion, which were also calendared.

Interventions:

- Specific reading interventions were used in after school program aligned to student needs based on iReady data
- All teachers had specific intervention plans
- Primary teachers were trained in Orton Gilliam
- ENP was used for in school reading interventions for grades 1 and 2

continue to support the decrease in absenteeism.

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).

- While the use of CFAs increased, the promises of ease using Edcite as a primary source did not come to fruition. The frustration with use of the site drove PLCs to use other resources. For math, the use of NextGenMath was purchased for the last quarter and a half for grades 3-6.
- About half of our primary grade level teachers attended Orton Gillingham training in the 3rd quarter for teaching foundational skills.
- The use of data from CFAs and iReady to drive instruction for RTI continues to be a work in progress. PL time will be given specifically around RTI for Tier 2.
- Money was set aside for Supplemental Contracts for teachers to hold intensive RTI for students after school, but only 5 teachers signed up.

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 2023/24 SPSA.

- Due to the positive effects of building capacity of the PLCs with the extra time from cutting back on the PL hours, our calendar will remain the same.
- The other 4-5 teachers in the primary grades will attend Orton Gillingham training. The primary grades will then be strategically consistent in their teaching of Reading Foundational Skills.
- PL focused on English Learners will continue with the help of the English Services Department TSA

- For math CFAs, grades 3-6 will implement the use of NextGenMath, calendaring CFAs and dates for data analysis.
- PLCs will plan for, and calendar CFAs for both ELA and Math, with dates scheduled for data analysis and plans for targeted student needs.

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

1 SSC: Data Analysis Included: • Use of iReady 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 us possibly use some T/Th time for intervention for students as opposed to PL and/or PLC • Would like to see more real world problems and opportunities	2 ELAC: 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 students. • Reading Sources for home that students can access easily.	3 Staff: Data Analysis Included: • Use of iReady 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 us possibly use some T/Th time for intervention for students as opposed to PL and/or PLC • Would like to see more real world problems and opportunities • More novels to be purchased/used to help grow a joy for reading • Continue interventions with a focus on Grades 2, 3 and 4 • Continue focus on reading comprehension • Use of NextGen Math
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Action 1

Title: Academic Achievement in English Language Arts (ELA)

Action Details:

- By the summer of 2024 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 balanced literacy approach will be implemented to include:
 - Tk-2
 - IPG 2A: Challenging Content (Complex Text)
 - IPG 2B: Challenging Content (Complex Task)
 - IPG 2C: Challenging Content (Foundational Skills)
 - 3-6
 - IPG 2A: Challenging Content (Complex Text)
 - IPG 2B: Challenging Content (Complex Task)
- Focus on early literacy support through the Curriculum/Instruction department providing additional coaching to teacher K-2 focused on Reading Foundational Skills implementation
- Based on staff feedback and classroom visit data, professional learning opportunities will be developed in cohort with the Instructional Coach to support teachers

- Focus on Response to Intervention embedded into the instructional schedule at each grade level with the use of iReady for CFAs and direct instruction in response to grouping needs-This will continue to be an area of focus from the start of school
- 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 and Instructional Coach-The plan will be developed by the ILT in August of 2023 for the 23-24 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 2023 for the school year of 23-24
- 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
- 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 Assistant Superintendent identified for Columbia Elementary School conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- For all areas of the SPSA School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress
- PLCs will have a planning day each semester which will include a PLC data chat with admin around focus students and strategies
- We continue to work in a State Status of Additional Targeted and Support and Improvement School (ATSI). This designation is a result of low academic achievement for the whole school in both ELA and math, low achievement for our African American and Special Needs' students, low re-designation rates for our English Learners, Chronic Absenteeism for African American and Hispanic students and high suspension rates for African American and Special Needs' 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 the Wonders
 - Group students and support intervention time in the afternoons
- Additional support will be targeted for African American, Homeless, Special Needs and EL populations
- Grades 3-6 will use SBAC results for planning targeted instruction around essential standards needing extra attention
- All grades will be given a choice for CFA as appropriate for determining interventions needs to both remediate and accelerate students. CFAs to be developed around essential standards. Data walls will be used to show class progress toward meeting the standards. Choices include:
 - 1. The use of Wonders Online Assessments or
 - 2. The use of iReady quizzes or
 - 3. Grades 3-6 The use of Edcite, FIABs/IABs and/or NextGenMath as the central data, along with iReady diagnostic, to have discussions as a PLC and staff around learning growth, next steps in terms of Tier 1 and 2 interventions and usage in data chats, teacher to student and teacher to teacher/administration
- Tools to be used in data monitoring include all areas of the PowerBi, iReady diagnostic and quizzes, Wonders and GoMath Assessments and Edcite and/or NextGenMath for CFAs
- PLCs will develop a process for data analysis to be used throughout the year
- PLCs will develop Essential Learnings that will be posted with samples of student work that meets the standard(s) in the hallway so all teachers can see and discuss in the context of vertical articulation

Owner(s):

- Administration
- TSA
- Lead Teachers

Timeline:

- Beginning of the year
- Middle of 2nd quarter
- Near the end of the 3rd quarter
- CFAs 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, Edcite and/or NextGenMath Assessments will be introduced to grades 3-6. Professional Learning around the use of Edcite will begin in August of 2022
- 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 Edcite 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 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 & 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 and district provided Instructional 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

- Technologies such as laptops, tablets, etc.

Specify enhanced services for EL students:

- Professional learning at the beginning of the year and quarterly for best practices in supporting EL students
- Professional learning at the beginning of the year and quarterly for the understanding of the process and criteria for reclassification and helping students understand such in order to set goals
- Development, by each PLC, of a specific plan to prepare students for the ELPAC
- A daily 30 minute designated EL instruction component in the instructional schedule
- Designated and Integrated ELD focus
- ELPAC Assessors to support testing administration
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Increased parent involvement for EL students

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Academic Achievement in Math

Action Details:

- By summer of 2024 there will be an increase of 10% in students meeting or exceeding grade level standards 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 3 Areas:
 - Conceptual Learning
 - Application/Problem Solving
 - Procedural/Computation Fluency
- 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 Instructional 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 and Instructional 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
- Moreno Institute Fellows will be used to support intervention after the school day-2 at 3.5 hours per day for at least 4 days per week
- Procedural/Computation Fluency supports to include:
 - GoMath Materials/Fluency Resources "Strategies and Practice for Skills and Facts Fluency"
 - K-3 Common Core Assurance
 - 4-6 As Needed Based on Data Using Suggested Levels
- Special Education Teachers work in collaboration with PLC Teams to identify gaps and plan on addressing gaps
- Work will continue to be done through the Edison Region Professional Learning Focus to help teachers learn the Math 5Es and implement such in their daily planning. Administration will set up schedules to observe the use of the 5Es, learn from what teachers are doing and provide feedback to teachers as a cycle of continuous improvement reflection process
- During classroom visit follow ups with PLC Teams and individual teachers, specific attention will be given to Checking for Understanding being used and the use of such in order to make pivots in instruction for Tier 1 intervention.

Reasoning for using this action: ☒ Strong Evidence ☒ Moderate Evidence ☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action**Details: Explain the data which will specifically monitor progress toward each indicator target**

- All Grade levels will use the iReady diagnostic at the beginning, middle and 3rd quarter of the school year to:
 - Set learning targets/goals for the school year
 - Make long term and short term instructional plans using the Wonders
 - Group students and support intervention time in the afternoons
- Additional support will be targeted for African American, Homeless, Special Needs and EL populations
- Grades 3-6 will use SBAC results for planning targeted instruction around essential standards needing extra attention
- All grades will be given a choice for CFA as appropriate for determining interventions needs to both remediate and accelerate students. CFAs to be developed around essential standards. Data walls will be used to show class progress toward meeting the standards. Choices include:
 - 1. The use of Wonders Online Assessments or
 - 2. The use of iReady quizzes or
 - 3. Grades 3-6 The use of NextGen Math as the central data, along with iReady diagnostic, to have discussions as a PLC and Staff around learning growth, next steps in terms of Tier 1 and 2 interventions and usage in data chats, teacher to student and teacher to teacher/administration
- Tools to be used in data monitoring include all areas of the PowerBi, iReady diagnostic and quizzes, Wonders and GoMath Assessments and NextGen Math (Gr 3-6) for CFAs
- PLCs will develop and process for data analysis to be used throughout the year
- PLCs will develop Essential Learnings that will be posted with samples of student work that meets the standard(s) in the hallway so all teachers can see and discuss in the context of vertical articulation

Owner(s):

Administration
TSA
Lead Teachers
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 will be introduced to grades 3-6. Professional Learning around the use of NextGen Math has begun in Spring 2023 and will continue in August of 2023
- 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 NextGen Math 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 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 mathematics concept
- 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 i-Ready instruction for Tier II and Tier III support. As scheduled RTI time each day will allow for this support.
- The Designated TSA, VP and Instructional 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:

- Professional learning at the beginning of the year and quarterly for best practices in supporting EL students
- Professional learning at the beginning of the year and quarterly for the understanding of the process and criteria for reclassification and helping students understand such in order to set goals
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Increased parent involvement for EL students
- HSL to translate at Back to School Night in support of parents

Specify enhanced services for low-performing student groups:

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

Action 3

Title: Increase the Reclassification Rate of English Learners

Action Details:

- Focus will be given to implement a comprehensive, balanced language acquisition program that will increase productive talk, designated and integrated ELD instruction daily
- Leaders and teachers will ensure daily implementation and monitoring of integrated and designated ELD instruction for EL students aligned with ELA standards
- Focus will be given to targeted planning for ELD standards.
- Long-Term EL (LTEL) needs will be addressed through the Personal Learning Tutoring
- An ELPAC review will be conducted at the beginning of the school year
- Students will receive extra support in based on their needs to address preparation for the ELPAC
- Professional Learning will take place at the beginning of the year and quarterly focused on: 1) Staff/Students understanding the reclassification process and criteria 2) Best practices for supporting EL learners and 3) Goal setting for students. With the support of staff, a school wide strategy(ies) will be planned as a commitment that all staff will support and implement
- During classroom visit follow ups with PLC Teams and individual teachers, specific attention will be given to Checking for Understanding being used and the use of such in order to make pivots in instruction for Tier 1 intervention

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Administration
TSA
Teachers
Lead Teachers

Timeline:

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

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

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

Owner(s):

TSA
ILT Team
Administration
District EL Department

Timeline:

Beginning of the year/ongoing

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

- The GVC and 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:

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

Specify enhanced services for low-performing student groups:

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Coverage for SSTs, IEPs and Planning Days G1/A1-A3	14,405.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies: Instructional items, paper (copy, construction, etc.), POs for materials and supplies, warehouse orders, apparel, banners, subscriptions to online resources for math, reading, science and social scient, etc. SPSA G1/A1-A3, G2/A1, G3/A1-A2. Items: Student Awards \$2000, Students of the Month \$3000, Positivity Project Wristbands \$2000, College Signs, Medals for Rallies \$1500, Warehouse Orders	12,054.00
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 scient, etc. SPSA G1/A1-A3, G2/A1, G3/A1-A2. Items: Student Awards \$2000, Students of the Month \$3000, Positivity Project Wristbands \$2000 Cougar Polos and T-shirts 8,000, College Signs, PAWS Posters and Banners \$2500, Medals for Rallies \$1500, Poster Machine Supplies \$2000, Office Depot \$18,000 Warehouse Orders, including copy paper, misc. POs, etc. 17,000	48,572.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Set aside for teaching reading training, subs for coverage and materials as decided upon by ILT for the 23-24 school year to support intervention G1-A1/A2	4,069.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Additional technology devices for library and classrooms for supporting student learning ELA and Math SPSA G1/A1-A3	7,973.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance and repairs SPSA: G1/A1-A3	12,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Set aside for teaching reading training, subs for coverage and materials as decided upon by ILT for the 23-24 school year to support intervention G1-A1/A2	3,461.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Additional technology devices for library and classrooms for supporting student learning ELA and Math SPSA G1/A1-A3	8,614.00
G1A1	LCFF: EL	Instruction	Direct-Maint			SPSA G1/A1-A3 Direct Maintenance for Technology Repairs	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics: posters, banners, printing, etc. (Positivity Project, etc.) SPSA G1/A1-A3, G2/A1, G3/A1-A2, G4/A1 and G5/A1	2,500.00
G1A1		Guidance & Counseling Services	Cons Svc/Oth				4 133 nn

2023-2024 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	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			ENP Coordinator of Volunteers : Every Neighborhood Partnership to provide literacy mentors for all 1st and 2nd grade classrooms G1-A1/A3	4,133.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher supplemental pay for intervention after school. G1/A1-A3	17,987.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and supplies: SPSA G1/A1-A3, G2/A1, G3/A1-A2. **No incentives or food **	112.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: NextGen math online assessment tool SPSA G1/A2-A3. Split funded 3010-\$10,206, 7091-\$1,834	10,206.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: NextGen math online assessment tool SPSA G1/A2-A3. Split funded 3010-\$10,206, 7091-\$1,834	1,834.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,391.00

\$157,311.00

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	✓	89.1 %	83.9 %	2022-2023	85 %

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.

- Early results from the student spring survey show CES at 85% favorable on the aforementioned metric
- Desiring to have quarterly experiences via PLC/ILTs did not quite materialize due to the need to establish regular CFAs across all grades and the many goal 2 experiences already planned through FUSD
- We were able to subscribe to MysteryScience, Scholastic News and Time Magazine for Kids
- We were not able to re-establish our Career Fair. We were unable to get a point person
- PLCs to explore field trips beyond district offerings did not happen

2

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

- The work around CFAs and a more robust intervention process took our planning time(s)
- Only students with extreme behaviors missed field trips due to safety concerns on a few occasions when adequate support was not available given the sub issues during semester 1

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 work around CFAs and a more robust intervention process took our planning time(s)
- Only students with extreme behaviors missed field trips due to safety concerns on a few occasions when adequate support was not available given the sub issues during semester 1

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 2023/24 SPSA.

- Having the Extended Learning Coordinator work with PLCs to identify quarterly real world experiences either through the FUSD offerings or CES offerings
- Having a point person receive an extra pay contract to help organize the Career Fair or Career Emphasis at all grade levels (ILT to discuss and plan)

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

1 SSC: Data Analysis Included: • Use of iReady 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: • Desire for more field trips • More real-world experiences in technology	2 ELAC: 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 students. • Reading Sources for home that students can access easily.	3 Staff: Data Analysis Included: • Use of iReady 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: • Desire for more field trips and meaningful assemblies • More real-world experiences especially with technology
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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
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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:

- See Goal 1 for academic supports for EL students

Specify enhanced services for low-performing student groups:

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

2023-2024 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	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Quarterly assemblies and experiences to expand student exposure to real world learning and opportunities-TBD by ILT in Fall of 2023	2,500.00

\$2,500.00

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	✓	50.19 %	37.11 %	2022-2023	20.51 %
Suspension Rate - Semester 1	✓	0.67 %	3.57 %	2022-2023	1.24 %

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.

- Limited coaching candidates meant not being able to offer a few sports nor our First Tee golf program
- 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 a character building component in cooperation with Image Church
- Our Behavior Huddles were a huge success as misbehaviors went down, suspension slightly decreased and group therapy options were solidified
- We had a few Climate/Culture Team meetings and a resulting plan for next year that the team will meet to discuss/take action on informal feedback from staff, students and families, but more importantly, make recommendations to the ILT after data has been shared with all staff and ILT
- 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, an electronic referral form that was changed a few times based on feedback from staff
- Our fulltime 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.

- Data shows positive outcomes for student groups
- We are currently an ATSI school due to chronic absenteeism but have shown improvement
- Engagement tool was not used/checked as it should have been
- Climate/Culture Team needs to meet more regularly
- More effort needs to be made to support our music program in terms of showcasing

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 #2 above

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 2023/24 SPSA.

- Begin now recruiting coaches to support Boys' Softball and Wrestling for next year
- Have the Academic Coach work on the family component of the Positivity Project
- Calendar the Climate/Culture Team meetings
- Use engagement tool
- Collaborate with music teachers for venues/times to show case students' learning
- Current survey data for spring shows above district average in every category for all groups...staff, students and families. Increases over fall in most categories
- Hoping we can get the district provided Tier 2 Specialist to help address truancy

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

1 SSC:	2 ELAC:	3 Staff:
Data Analysis Included: • Use of iReady 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: • 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 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 broken down by student groups • Survey data from fall and spring • Intervention data from various programs and teachers Discussion: • Keep Social Worker and mentors • Continue work on MTSS • Happy with survey results

Action 1

Title: Increase Student Opportunities and Engagement

Action Details:

- 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

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 assemeblies 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
- Hand in Hand Mentors to support students in the classroom and on campus throughout the day
- Cougar Den to support Cougar Cash for positive behavior incentives
- Classified/other classified support for targeted behavior support with the use of more time for 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-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 Image Church, 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:

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

Specify enhanced services for low-performing student groups:

- 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

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

Owner(s):

- Admin., TSA and Climate Culture Team

Timeline:

- Monthly

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

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

Owner(s):

- Lead Teachers, Climate Culture Team

Timeline:

- Bi-weekly

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

- 1 question surveys with staff at every PL opportunity

Owner(s):

- Administration, Climate Culture Team

Timeline:

- Each PL

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

- See ELA and Math Actions in Goal 1
- Interventions will be used for academic support as described in Goal 1
- Morning Meetings will help with Social Emotional Learning
- The Positivity Project will be the guiding curriculum for the morning meetings
- The Positivity Project will enhance 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 NTAs and/or mentors
- Materials, supplies, and resources that support Social Emotional Learning and programs, Positive Behavior Supports, Climate Culture Team planning, MTSS processes, and student participation in enrichment and sports activities and all career opportunities generated from the central office level
- Home School Liaison to make home visits for attendance related concerns, parent outreach and support, and translating home/school communications
- Full-time School Social Worker to provide group counseling services, response to crisis, visits with families and support for Tier 2/3 needs on campus

Specify enhanced services for EL students:

- See next box for supports for all students

Specify enhanced services for low-performing student groups:

- We will continue to deepen the work of Multi-Tiered System of Support
- We will continue to use the weekly behavior huddles to dis-aggregate behavior data and plan for specific supports for students showing severity and frequency of behaviors. Data that will be used is Powerbi Behavior Data and Input IS, Admin., Mentors, TSA, RP Counselor and 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.

2023-2024 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	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services-4 mentors at 6 hours per day. SPSA G3 A1-A2. Split Funded at total contract of \$90,000. Split funded 2 ways 7091-\$32,709, 3013-\$57,291	32,741.00
G3A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			Mileage reimbursement for HSL Home Visits SPSA: G3/A1-A2	601.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services-4 mentors at 6 hours per day. SPSA G3 A1-A2. Split Funded at total contract of \$90,000. Split funded 2 ways 7091-\$32,709, 3013-\$57,291	57,259.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	0.9000	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.	120,673.00
G3A2	LCFF: EL	Attendance & Social Work Services	Crt Pupl-Reg	Social Worker, School	0.1000	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.	13,408.00
G3A2	One-time School	Instruction	Bks & Ref			Positivity Project Subscription SPSA: G2/A1 and G3/A1-A2	3,795.00

\$228,477.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	94.51 %	91.1 %	2022-2023	92.2 %

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
- Cultural Proficiency is discussed in the context of PLs around SEL work with students and for the adults in the system
- Each month, we've focused 1 PL on the support our ELs need

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 job openings
- Due to our adjustment to a greater number of PLCs than PLs, we have not had a chance to go into the RP in the classroom trainings as much as we had hoped

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 #2 above

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 2023/24 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 14 points for a 99% favorable response

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

1 SSC: Data Analysis Included: • Use of iReady 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 us possibly use some T/Th time for intervention for students as opposed to PL and/or PLC • Would like to see more real world problems and opportunities • Need to continue the work around MTSS and the Social Worker	2 ELAC: 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 students. • Reading Sources for home that students can access easily.	3 Staff: Data Analysis Included: • Use of iReady 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: • Need to continue the work around MTSS and the Social Worker • More about Restorative Processes in the classroom
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Action 1

Title: Increased recruitment and retention of diverse staff

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target • Cultural Proficiency Training • SEL Training for Teachers • PL Needs Assessment • Staff Climate and Culture Survey • PL to support ELs	Owner(s): • Admin, TSA, CCT • Admin, TSA • Admin, Lead Teachers • Admin • Admin, TSA	Timeline: • Quarterly • Quarterly • Quarterly • Fall and Spring • Quarterly
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Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Staff will continue Cultural Proficiency training, utilizing the book, "Culturally Proficient Instruction."

- SEL training for staff by Social Worker, RP Counselor and Instructional Coach
- Needs Assessment will be given to PLCs at the beginning of each quarter. Admin, TSA, and Lead Teachers will review and plan Professional Learning
- Staff will be given the opportunity to share voices in decision making where possible
- When job positions become available, work closely with HR to recruit from the most diverse pools available

Specify enhanced services for Staff in support of EL students:

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

Specify enhanced services for Staff to support low-performing student groups:

- SEL Training by Principal, Social Worker and RP Counselor to support the social/emotional needs of our lowest-performing students
- Partner with Image Church and Every Neighborhood Partnership to develop volunteers from area churches (make sure area churches are invited to SSC to stay informed and communicate with families)
- Teachers will continue to work with Mentors on site to help support students
- Alignment of the After School Program to support both reading and SEL needs and growth

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	✓	84.05 %	90.21 %	2022-2023	91.31 %

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 very beginning of the school year
- Our ELAC attendance continues to be an obstacle for us
- We did offer a few family events including a Rally, Dance, Bingo, and Donuts with Dudes that 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 with a few grade levels selected and adults paired with the most high risk students who are African American
- Our new Extended Learning Coordinator has increased our community partners for support of our After School Program. This has also allowed us to have 180 students involvement (The most in CES history-previous high was 100) and align reading supports for students needing intervention after school as opposed to simply having a homework tutorial
-

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 have yet to be able to specifically find the reasons for a lack of participation in ELAC or Friday Coffee hours. However, we are always able to find family willing to chaperone on field trips
- We do need to offer clarity to the Every Neighborhood Partnership concerning expectations for the \$4,000 spent to have them help us with outreach

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).

No differences. We will be exploring ways to ensure accountability in these areas to help accomplish what is planned.

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 2023/24 SPSA.

- Outline of expectations of Every Neighborhood Partnership

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

1 SSC:	2 ELAC:	3 Staff:
Data Analysis Included: • Use of iReady 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: • Site Council is very pleased with our family outreach as indicated by both staff and family surveys	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 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 broken down by student groups • Survey data from fall and spring • Intervention data from various programs and teachers Discussion: • 1 area discussed is to 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 quarter
- The Attendance Team will continue to support all students, but with a focus on African American students
- Image Church will partner with Columbia to build a bridge between the school and parents who are not yet comfortable interacting with the school on their own

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

Explain the Progress Monitoring and data used for this Action

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

- 1. School Site Council attendance
- 2. ELAC attendance
- 3. Quarterly Family Engagement Activities attendance
- 4. Parent/Teacher Conferences
- 5. Awards Assemblies

Owner(s):

- Admin, teachers, parents
- Admin, parents, HSL
- Admin, teachers, parents
- Admin, teachers, parents
- Admin, teachers, students, parents

Timeline:

- Monthly
- 4 times per year
- 4 times per year
- Once a year and ongoing as needed
- Each Semester

Describe Direct Services to Families in support of 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

Specify enhanced services for Families of EL students:

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

Specify enhanced services for Families of low-performing student groups:

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

2023-2024 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			Material and supplies for parent engagement: ELAC and other parent engagement opportunities. *No food or incentives*	2,060.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent participation and engagement: materials and supplies for parent meetings, Title 1, Back to School Night, ELAC, SSC, Open House, Etc. SPSA G5/A1, G1/A1-A3	4,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Funds for translating as needed at meetings	1,312.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parents attending meetings	721.00

\$8,093.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0095 Columbia Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Coverage for SSTs, IEPs and Planning Days G1/A1-A3	14,405.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies: Instructional items, paper (copy, construction, etc.), POs for materials and supplies, warehouse orders, apparel, banners, subscriptions to online resources for math, reading, science and social scient, etc. SPSA G1/A1-A3, G2/A1, G3/A1-A2. Items: Student Awards \$2000, Students of the Month \$3000, Positivity Project Wristbands \$2000, College Signs, Medals for Rallies \$1500, Warehouse Orders	12,054.00
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 scient, etc. SPSA G1/A1-A3, G2/A1, G3/A1-A2. Items: Student Awards \$2000, Students of the Month \$3000, Positivity Project Wristbands \$2000 Cougar Polos and T-shirts 8,000, College Signs, PAWS Posters and Banners \$2500, Medals for Rallies \$1500, Poster Machine Supplies \$2000, Office Depot \$18,000 Warehouse Orders, including copy paper, misc. POs, etc. 17,000	48,572.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Set aside for teaching reading training, subs for coverage and materials as decided upon by ILT for the 23-24 school year to support intervention G1-A1/A2	4,069.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Additional technology devices for library and classrooms for supporting student learning ELA and Math SPSA G1/A1-A3	7,973.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance and repairs SPSA: G1/A1-A3	12,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Set aside for teaching reading training, subs for coverage and materials as decided upon by ILT for the 23-24 school year to support intervention G1-A1/A2	3,461.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Additional technology devices for library and classrooms for supporting student learning ELA and Math SPSA G1/A1-A3	8,614.00
G1A1	LCFF: EL	Instruction	Direct-Maint			SPSA G1/A1-A3 Direct Maintenance for Technology Repairs	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics: posters, banners, printing, etc. (Positivity Project, etc.) SPSA G1/A1-A3, G2/A1, G3/A1-A2, G4/A1 and G5/A1	2,500.00
G1A1	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			ENP Coordinator of Volunteers : Every Neighborhood Partnership to provide literacy mentors for all 1st and 2nd grade classrooms G1-A1/A3	4,133.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher supplemental pay for intervention after school. G1/A1-A3	17,987.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and supplies: SPSA G1/A1-A3, G2/A1,	112.00

G1A1		Instruction	Mat & Supp			G3/A1-A2. **No incentives or food **	117.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: NextGen math online assessment tool SPSA G1/A2-A3. Split funded 3010-\$10,206, 7091-\$1,834	10,206.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: NextGen math online assessment tool SPSA G1/A2-A3. Split funded 3010-\$10,206, 7091-\$1,834	1,834.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,391.00
G2A1	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Quarterly assemblies and experiences to expand student exposure to real world learning and opportunities-TBD by ILT in Fall of 2023	2,500.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services-4 mentors at 6 hours per day. SPSA G3 A1-A2. Split Funded at total contract of \$90,000. Split funded 2 ways 7091-\$32,709, 3013-\$57,291	32,741.00
G3A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			Mileage reimbursement for HSL Home Visits SPSA: G3/A1-A2	601.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring Services-4 mentors at 6 hours per day. SPSA G3 A1-A2. Split Funded at total contract of \$90,000. Split funded 2 ways 7091-\$32,709, 3013-\$57,291	57,259.00
G3A2	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.9000	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.	120,673.00
G3A2	LCFF: EL	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.1000	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.	13,408.00
G3A2	One-time School	Instruction	Bks & Ref			Positivity Project Subscription SPSA: G2/A1 and G3/A1-A2	3,795.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material and supplies for parent engagement: ELAC and other parent engagement opportunities. *No food or incentives*	2,060.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent participation and engagement: materials and supplies for parent meetings, Title 1, Back to School Night, ELAC, SSC, Open House, Etc. SPSA G5/A1, G1/A1-A3	4,000.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Funds for translating as needed at meetings	1,312.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parents attending meetings	721.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,525.00
Sup & Conc	7090	\$223,746.00
LCFF: EL	7091	\$81,216.00
One-time School	7099	\$21,894.00
Grand Total		\$396,381.00

\$396,381.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$157,311.00
G2 - Expand student-centered and real-world learning experiences	\$2,500.00
G3 - Increase student engagement in their school and community	\$228,477.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,093.00
Grand Total	\$396,381.00