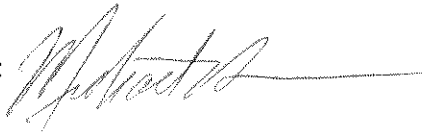


**Columbia Elementary**

10621666006159

Principal's Name: Mike Rivard

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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

**Centralized Services** - No Centralized Services are utilized at this time.

**Consolidated Program Assurances**

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mike Rivard	X				
2. Chairperson -Mark Vargas			X		
3. Leticia Valdez-Secretary		X			
4. Ed Martinez		X			
5. Maria Avila		X			
6. Ruth Cabrera				X	
7. Vanessa Guizar Navez				X	
8. Jason Spencer				X	
9. Vanessa Galvez				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b> <i>Columbia Elementary School</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Mike Rivard	<i>Mike Rivard</i>	<i>4/8/2022</i>
<b>SSC Chairperson</b>	Mark Vargas	<i>Mark Vargas</i>	<i>4/8/2022</i>

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 2022/23

Columbia - 0095

**ON-SITE ALLOCATION**

3010	Title I	\$59,319 *
7090	LCFF Supplemental & Concentration	\$199,176
7091	LCFF for English Learners	\$74,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$108,876</u>
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$441,371</b>

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$2,028
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$57,291</u>
	Total Title I Allocation	\$59,319

## Columbia Elementary 2022-2023 - 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			3.05 %	2020-2021	15.15 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth			41.48 %	2021-2022	48.58 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			55.85 %	2021-2022	62.95 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		12.73 %	2021-2022	19.83 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth			45.74 %	2021-2022	52.84 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			58 %	2021-2022	66.1 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		6.65 %	2021-2022	13.75 %

**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 work around the use of the GVC continued to deepen with:

\*The focus on Reading Foundation Skills being implemented with fidelity and staff having all components to use

\*The emphasis around being a critical consumer in the use of the GVC in both ELA and Math helped groups focus on the most essential standards

\*The emphasis on the "1 Thing" helped increase questioning and student talk

The One Thing/One Ask...(To be used in both ELA and Math)

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

\*Just under 80% of all students entered the school year at least 2 or more grade levels below in both Reading and Math based on iReady Diagnostic 1 results

\*Due to fears around the pandemic, chronic absenteeism increased

\*Due to students or family members being quarantined chronic absenteeism increased

1. Have students answer high level questions (Must have time to process-Write Quick or Think Time)
2. Have students support their answers (Why/Explain your answer) (Time to Process-Write Quick or Think Time)
3. Agree or Disagree (Time to Process-Write or Think)
4. Why or Why Not (Time to Process-Write or Think)
5. Write It or Speak It

The Capacity Building of the PLCs and Lead Teacher has allowed for:

\*The use of more CFAs, data analysis, grouping by need and addressing the needs of individual students (This also included the groupings and lessons provided by iReady in both ELA and Math)

\*Currently, teachers are providing positive feedback around the focused work to support students in the extra 30 minute venue in both ELA and Math

\*Due to the sub shortage we were unable to support IEPs and SSTs in the manner we had done previously. Adjustments were made using classified, library, admin., TSA, and excusal forms

\*Limited interaction with department level supports took place due to a sub shortage and other issues related to the pandemic

\*The 6-8 week plan was not used after the first round due to the time factor with the pandemic situation

\*The planning days were replaced with the time at the increased number of Buy Back Days

\*Follow up to class visits was made through the PLC and was consistent. PLCs appreciated the format and used the feedback for a basis of the PLC discussions in both ELA and Math

\*More CFAs were used this year by all grade levels and the ILT meetings were formatted to discuss the rigor of such and the analysis of data with proposed actions to be taken

\*Essential Learnings continued to be used by all PLCs which allowed for greater focus

**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).

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\*The addition of the "1 Thing" as an area of focus

\*The addition of a great emphasis on teaching writing based on feedback from staff wanting help through PL

\*The attempt has been made by 2 PLCs to work with the IAB and/or FIAB for CFAs at grades 3 and 6-The difficulties with the system itself was very frustrating. So, in an attempt to increase the rigor of the CFAs and have CFAs mirror the SBAC/ELPAC Edcite Premium was purchased and is being used by several PLCs

**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 2022-23 SPSA.

As a result of the aforementioned and the feedback from stakeholders:

\*Essential Learnings will continue to be used to focus the work at all grade levels

\*Due to the capacity built through the decrease of PL/PLC hours and the increase of the responsibilities of the Lead Teachers, the focus will continue to be on building capacity for all through the PLC model

\*In place of the State's system for FIABs and IABs, Edcite will be used to build rigorous CFAs. These will be calendared in a draft format so they can be adjusted as the PLC sees the need to do so

\*Emphasis will be made on the analysis of results, the next steps identified, with target students as the focus

**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 Analyzed Included:

iReady Diagnostic Data from D1 and D2 for both Reading and Math with a breakdown by ethnicity

Discussion:

Intervention-how are interventions being done and what other interventions or processes can be done to support those needing extra support?

Are we getting more students identified for G.A.T.E. and are we having students transfer to other sites offering GATE or Special Areas of Emphasis?

**2** ELAC:

Data Analyzed Included:

iReady Diagnostic Data from D1 and D2 for both Reading and Math with a breakdown by ethnicity

Discussion:

Intervention-how are interventions being done and what other interventions or processes can be done to support those needing extra support?

Are we getting more students identified for G.A.T.E. and are we having students transfer to other sites offering GATE or Special Areas of Emphasis?

**3** Staff:

Data Analyzed Included:

iReady Diagnostic Data from D1 and D2 for both Reading and Math with a breakdown by ethnicity

Interventions are going well with the additional 30 minutes per day. Can we continue this?

The need for interventions group data to follow students to know the effectiveness of interventions.

How is the use of subscriptions to science and social science areas helping with student achievement?

A large percentage of students are meeting their growth goals in iReady and many are well on their way to meet their stretch goals.

**Action 1**

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

[Action Details:](#)

- By the summer of 2023 there will be an increase of 10% in students meeting or exceeding grade level standards 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 i-Ready and Edcite for CFAs and direct instruction in response to grouping needs-This will be an area of focus from the start of school
- Additional intervention will be developed after school to support below grade level readers-will be coordinated beginning at week 6 by the Designated TSA, VP and Instructional Coach-The plan will be developed by the ILT in August of 2022 for the 22-23 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 2022 for the school year of 22-23
- 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
- Teaching Fellows will be used to support interventions-at least 2 at 3.5 hours at least 4 days per week
- SST and IEP days with sub for staff coverage so general education can be involved/Sub for SPED Teacher as needed for these days-There will be separate SST days for SEL and Academics
- Special Education Teachers work in collaboration with PLC Teams to identify gaps and plan on addressing gaps
- For all areas of the SPSA the Assistant Superintendent identified for Columbia Elementary School conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- For all areas of the SPSA School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress
- For all areas of the SPSA the administration 6-8 week plan will have a focus PLC Team at the Primary Level and the Intermediate Level as an additional area of concentration around all areas of the plan with special attention given to the EL, Special Needs' and African American student groups
- PLCs will have a planning day each semester which will include a PLC data chat with admin around focus students and strategies
- During classroom visit follow ups with PLC Teams and individual teachers, specific attention will be given to Checking for Understanding being used and the use of such in order to make pivots in instruction for Tier 1 intervention
- 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 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 for CFAs
- PLCs will develop and process for data analysis to be used throughout the year
- PLCs will develop Essential Learnings that will be posted with samples of student work that meets the standard(s) in the hallway so all teachers can see and discuss in the context of vertical articulation

**Owner(s):**

- Administration
- TSA
- Lead Teachers

**Timeline:**

- Beginning of the year
- Middle of 2nd quarter
- Near the end of the 3rd quarter
- CFAs 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, Edcite 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 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
- The Administrators 6-8 Week Plan will have specific actions in support of African American, Homeless, EL and Special Needs student groups
- A Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the ATSI identified student group, will work in tandem with the site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - The school site team will work with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress

**Action 2**

**Title:** Academic Achievement in Math

Action Details:

- By summer of 2023 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
- Teaching Fellows will be used to support intervention during and, potentially, 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

- 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**

- 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 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 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, Edcite 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

**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. A 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 Edcite reports.
- Teachers and teams will use specific data from the aforementioned to identify groups for intervention and targeted instruction by student/by standard.
- Copier Lease and direct maintenance and repairs
- Poster machine maintenance, repairs, and supplies
- Instructional materials and supplies to support student learning
- Technology such as laptops, tablets, etc.

#### Specify enhanced services for EL students:

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

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

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

### Action 3

**Title:** Increase the Reclassification Rate of English Learners

#### Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

Administration  
TSA  
Teachers  
Lead Teachers

**Timeline:**

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

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

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

**Owner(s):**

TSA  
ILT Team  
Administration  
District EL Department

**Timeline:**

Beginning of the year/ongoing

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

- The GVC and standards will be used daily to ensure that all students have access to core materials and supports. Students will be provided with materials and supplies to support ELA instruction. ELA journals, highlighters, color pencils, online resources, websites, tablets and other technology will be utilized.
- All students who are designated as English Learners will receive Tier I core instruction.
- Teachers will also use Wonders ELD components. Teachers will utilize specific ELD strategies guided in the Wonders ELD sections of the GVC.
- Teachers will utilize i-Ready resources for Tier II and Tier III support.
- After school interventions will be organized to support ELs with additional tutoring support.
- ELPAC Assessors to support testing administration.

**Specify enhanced services for EL students:**

- English Learners will receive strong first teaching with EL best practices.
- The PLC Team will collaborate to adjust instruction and RTI time to support EL learning growth.
- Professional learning will be provided for staff at the beginning of the year and quarterly thereafter.
- Parent University and Administration will offer information for parents so they understand the process for 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

# 2022-2023 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			Quarterly planning, data chats, SST and IEP days	7,606.00
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 Student of the Month \$2000 Positivity Project Shirts \$7000 Cougar T-Shirts \$7000 College Signs, PAWS Posters and banners: \$2500 Medals for Rallies: \$1500 Poster Machine Supplies: \$2000 Office Depot: \$16,000 Warehouse Orders, including copy paper, misc. POs, etc. \$16,705	43,572.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance and repairs SPSA: G1/A1-A3	10,330.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Quarterly planning, data chats, SST and IEP days	7,608.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute coverage for SSTs, IEPs, Data Chats/Planning. G1A1-A3.	12,054.00
G1A1	LCFF: EL	Instruction	Direct-Maint			SPSA G1/A1-A3. Direct Maintenance for Technology Repairs	2,000.00
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	1,500.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher supplemental pay for intervention after school. G1 A1-A3.	25,999.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology for students and teachers for the support of ELA and Math. Additional tablets for classrooms and large screen tvs for primary classrooms. SPSA	68,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,620.00

**\$182,289.00**

**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	✓		88 %	2021-2022	89.1 %

**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.

- Due to the pandemic, we continued use virtual opportunities for students to experience student centered/real-world experiences
- The EchoHero show assembly was again used to help students with the area of conservation. This is funded totally by the Every Neighborhood Partnership through the City of Fresno
- The SSC made the decision to fund "Enrichment" for each grade level at \$1,000 per. Several decided to do something in the area of technology, 1 group chose to do robotics
- We, again, were not able to do our Career Fair due to the pandemic
- Mystery Science was used by several PLCs and offered hands on science investigation

**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 pandemic limited experiences and exposure to opportunities
- Fears associated with the pandemic caused many students to fall in the chronic absentee category
- Access was somewhat limited to some students based on just under 80% of students reading at 2 or more grade levels below according to the fall iReady Diagnostic

**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 were able to attend Science Camp which allowed most 6th graders some real-world experiences

**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 2022-23 SPSA.

- Reinstatement of the career fair for all 5th and 6th grade students
- Attendance at all district events from the Goal 2 Office
- Reinstatement of club opportunities around technology

**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:

- Limited opportunities due to the pandemic
- Great that we were able to attend science camp
- Great that we were able to provide some funds for enrichment

**2** ELAC:

- Limited opportunities due to the pandemic
- Great that we were able to attend science camp
- Great that we were able to provide some funds for enrichment

**3** Staff:

- Limited opportunities due to the pandemic
- Great that we were able to attend science camp
- Great that we were able to provide some funds for enrichment
- Even though limited, the experiences provided by the Goal 2 Office has been great

### Action 1

**Title:** Expanding Real-World Learning Experiences

**Action Details:**

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

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

**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

- Each PLC

**Timeline:**

- Each Activity/Event

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

- Work will be done through the ILT and PLCs to design real-world learning experiences that correlate with curriculums of ELA, Science and Social Studies. 1 per quarter per PLC
- Subscribe to Mystery Science, Scholastic News, Time Magazine for Kids 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

# 2022-2023 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			*Other* : *Vendor will be determined by ILT Fall 2022  Quarterly assemblies/experiences to expand student exposure to real world learning and opportunities to be decided by ILT for each quarter.	4,000.00

**\$4,000.00**

**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	✓		60.79 %	2021-2022	50.19 %
Suspension Rate - Semester 1	✓		2 %	2021-2022	0.67 %

**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.

- Having our full time Social Worker continues to provide approximately 100 connections per quarter seen in time with both students and families
- The increase in mentors, and the support of Hand in Hand mentoring in allowing us to choose 2 new mentors, has made quicker response and check ins with students possible
- The above mentioned has helped us limit suspensions and respond to areas needing attention to help with absenteeism
- African American students continue to be impacted in the area of attendance
- The Designated TSA's work around MTSS has provided for additional supports and alternatives to help curtail suspensions
- Misbehaviors as logged by both admin and staff has dramatically decreased due to the implementation of the Positivity Project

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

- Much of the issues of attendance happened in the first semester with quarantining and fear concerning the pandemic

**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 were able to begin social-emotional support groups with the Social Worker and Restorative Practices Counselor
- We have continued to use our COST team to identify and respond to student needs
- We did use the ICET process this year

**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 2022-23 SPSA.

- The refinement of our Tier 2 behavior intervention work with the addition of a 2.5 days per week CWAS 2 Behavior person

**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:
- Continue to support the Positivity Project
  - Continue to refine the MTSS process
  - Use ICET more
  -

- 2** ELAC:
- Continue to support the Positivity Project
  - Continue to refine the MTSS process
  - Use ICET more

- 3** Staff:
- What about the Cougar Den and Cougar Cash
  - Need more attention given to attendance issues
  - Other ways to provide incentives (Maybe for teacher or PLC)

### 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
- Add the First Tee program for golf exposure and values education
- Add "B.E.S.T." program for younger grades to learn basic skills in sports, Football, Basketball and Softball while learning values and site words in an afterschool club setting

**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:**

- 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

- Administration and TSA
- Climate Culture Team
- ILT

- Quarterly look at data
- Monthly feedback from students

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

- Focus will be done to calendar and communicate opportunities to students and parents
- Adequate supervision will be supplied
- Teachers and PLC Teams will plan Arts and Activities' opportunities at each grade level
- Climate Culture team meetings
- Care and Connect Room and ROAR Room staffed by mentors and CWAS 2
- 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, 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 NTAs and/or mentors
- Materials, supplies, and resources that support Social Emotional Learning and programs, Positive Behavior Supports, Climate Culture Team planning, MTSS processes-COST, and student participation in enrichment and sports activities and all career opportunities generated from the central office level
- Purchase of, and continue use of, the Positivity Project
- In partnership with the 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 and in math
- Climate Culture team to meet regularly and at least quarterly with the ILT to support behaviors and academics
- Care and Connect Room and ROAR Room to adjust processes for greater support-staffed by mentors, overseen by VP and TSA
- Family atmosphere supported by every student receiving a Cougar T-Shirt to be a part of the school (To be worn every Friday)
- The C.O.S.T 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 3 mentors/5 days per week to support students in the classroom-addressing Tier 1/2 behaviors
- Cougar Den to support Cougar Cash for positive behavior incentives (Money for incentive items)
- Weekly behavior huddles to analyze attendance and behavior data to plan for follow up with students
- Limited extra support for targeted behavior increases with the use of more time for NTAs and/or mentors for short-specific supports
- Continue to participate in all career opportunities generated from the central office level
- Climate Culture Team to provide indicators on guidelines for success (PAWS) that will apply to social and emotional learning-Posters with PAWS and indicators for each criteria will be continued and adjusted as needed
- Regular, at least once a month meetings of the Climate Culture Team to help implement and support school wide work for Positive Behavior Supports for individual students, groups of students and the school as a whole.
- At least once a quarter having the ILT and the Climate Culture Team meet on areas where the SEL learning directly supports, intersects with or aligns with the academic growth of students

- Have Climate Culture Team work on learning and teaching staff about the MTSS processes and how they apply to the work at Columbia
- Morning Meetings/Class Meetings will be held daily, at a minimum, and monitored by administrations walking through at least once a month with a lens on the beginning of the day (The GVC for SEL is Second Step)
- Teachers will learn about the Second Step resources at the beginning of the year PL and will receive a calendar of the year's topics/lessons
- Will continue The Positivity Project:
  - Purchase subscription of daily lessons and teacher resources
  - Purchase P2 shirts for all students and staff
  - Purchase P2 Branding Packages for banners, posters and word wall items
  - Use training materials to train all staff
  - Use materials as the basis for morning meetings
  - Use provided calendar for Character Strength weekly focus
  - Communicate P2 to parents on a regular basis
  - Incorporate the Climate Culture Support person from DPI to learn alongside us in the work
  - Provide training around the resources in the Second Step Curriculum as needed
- Continue to support a full time social worker to offer more flexibility in having group counseling sessions, response to crisis, visits with families after school and extra support for Tier 2/3 needs in the classrooms
- FCOE/Fresno County Mental Health will be providing onsite counseling at no cost/AI4Youth
- Continued efforts around the Restorative Process will include:
  - 2 focus grade levels with the greatest need based on PowerBi data around behaviors and attendance will provide most of the opportunity for the part-time RP Counselor
  - Teachers at the grade level will receive additional training during PLC with the RP Counselor
  - The RP Counselor will provide foundational training at the beginning of the school year and PLC/Individual Staff support as needed

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

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

- Admin., TSA and Climate Culture Team

Timeline:

- Monthly

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

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

Owner(s):

- Lead Teachers, Climate Culture Team

Timeline:

- Bi-weekly

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

- 1 question surveys with staff at every PL opportunity

Owner(s):

- Administration, Climate Culture Team

Timeline:

- Each PL

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

- See ELA and Math Actions in Goal 1
- Interventions will be used for academic support as described in Goal 1
- Morning Meetings will help with Social Emotional Learning
- The Positivity Project will be the guiding curriculum for the morning meetings
- The Positivity Project will enhance on school wide focus on character strengths
- Climate Culture team meetings
- Care and Connect Room and ROAR Room staffed by mentors
- Cougar and Positivity Project T-Shirts

- Motivational and engaging signs, posters, banners, etc.
- Rallies and assemblies with awards and medals, Student of the Month certificates and T-Shirts, Spirit Gear, etc.
- Awards' Assemblies and Student Work Showcase-refreshments for families and students, certificates for students, etc.
- Motivational and engaging assemblies 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
- Classified/other classified support for targeted behavior support with the use of more time for NTAs and/or mentors
- Materials, supplies, and resources that support Social Emotional Learning and programs, Positive Behavior Supports, Climate Culture Team planning, MTSS processes, and student participation in enrichment and sports activities and all career opportunities generated from the central office level
- Home School Liaison to make home visits for attendance related concerns, parent outreach and support, and translating home/school communications
- Full-time School Social Worker to provide group counseling services, response to crisis, visits with families and support for Tier 2/3 needs on campus

#### Specify enhanced services for EL students:

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- See next box for supports for all students

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

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- We will continue to deepen the work of Multi-Tiered System of Support
- We will continue to use the weekly behavior huddles to dis-aggregate behavior data and plan for specific supports for students showing severity and frequency of behaviors. Data that will be used is Powerbi Behavior Data and Input IS, Admin., Mentors, TSA, RP Counselor and RCA. All of these members will be involved in the meeting
- Maintain common understanding of MTSS framework and continue building knowledge
- Continue to Improve Classroom Tier I (IPG Tenets 1-3) and school-wide Tier I Climate and Culture practices in concert with the Climate Culture Specialist, the Climate Culture Team and the ILT team meeting with the Climate Culture Team every quarter
- School wide behavior supports will include
  - Cougar Cash/Cougar Den for incentives
  - the use of Guidelines for Success/PAWS with indicators being developed by leadership students
  - Use of guidelines assemblies at the beginning of each quarter
  - Use of 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.

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

## G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Attendance incentives for students attending on a regular basis and chronic absentees improving attendance. SPSA G3A1	5,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57,291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	4,069.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57,291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	40,758.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage reimbursement for HSL Home Visits SPSA: G3/A1-A2	600.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57,291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	11,882.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57,291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	57,291.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000	To support on campus group and modified counseling; be a liaison for outside resources, threat assessments, work w/families to support needs, work w/ staff to support students in Tier 1, 2, & 3 behaviors	124,599.00
G3A2	One-time School	Instruction	Bks & Ref			Positivity Project Subscription SPSA: G2/A1 and G3/A1-A2	2,995.00

**\$247,194.00**

**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	✓		90.41 %	2021-2022	94.51 %

**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.

- Cultural Proficiency training is in compliance with district expectations
- Staff PL has been conducted by Principal, TSA, Social Worker and Restorative Practices Counselor around Social Emotional needs
- Weekly MTSS email with ideas and ways to implement social emotional supports
- PL Needs Assessment is constantly done through the ILT to ensure support of staff is meaningful
- Some PL has been conducted directed at the support of English Learners
- Fall Culture/Climate Survey is about the same as the previous years result with a large decrease (+6) in the area of "Student Wellness"
- Fall Culture/Climate Survey shows "School Environment" as an area of opportunity for growth

**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 time constraints from the shift of time during the 2nd semester has caused some difficulties in our PL approach
- The RP work is limited due to the scheduling of the RP Counselor

**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 about the shift in time that reduced PL time during 2nd semester

**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 2022-23 SPSA.

- The fall survey results did help us discuss, with ILT, and focus efforts to meet the social emotional needs of the students
- The fall survey results did help us discuss, with ILT, and focus efforts to meet the social emotional needs of the staff

**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:

- Need to continue the work with the Social Worker and MTSS work
- Able to offer a lot more targeted support
- Love the groups happening

**2** ELAC:

- Need to continue the work with the Social Worker and MTSS work
- Able to offer a lot more targeted support
- Love the groups happening

**3** Staff:

- MTSS areas of PL have been helpful and has given good ideas for classroom implementation

**Action 1**

**Title:** Increased recruitment and retention of diverse staff

**Action Details:**

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

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

**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

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

**Timeline:**

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

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

- Staff will continue Cultural Proficiency training, utilizing the book, "Culturally Proficient Instruction."
- SEL training for staff by 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 Professional Development or Staff Services to support EL students:**

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

- 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
- SEL Training by All4Youth to support the social/emotional needs of our lowest-performing students
- Partner with Image Church and Every Neighborhood Partnership to develop volunteers from area churches (make sure area churches are invited to SSC to stay informed and communicate with families)
- Teachers will continue to work with Mentors on site to help support students

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		78.95 %	2021-2022	84.05 %

**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.

- Due to the pandemic, there were limitations on the opportunity to have students on campus and engaged in the learning community
- ELAC attendance was again very difficult
- SSC did see an increase in parent support, but only parents that were council members
- Semester Award Assemblies continued
- Guardian/Teacher conferences were held on the phone or virtually
- Upcoming open house will be in person for the first time in 2 years
- We are planning a rally (Parents can attend), possibly Goodies with Guardians and possibly an evening event such as Bingo or Movie Night

**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 pandemic has been a difficulty
- There continues to be a need to support families due to low achievement by all students, but specifically those who have special needs, are English Learners and African American 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).

- The pandemic limited families from being on campus and involved in activities
- A virtual option was used for 1st Semester Awards' Assemblies and the Winter Break Program

**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 2022-23 SPSA.

- A need to bridge the gap with families feeling welcomed to the campus

- Plan to implement guardian classes during the day from Every Neighborhood Partnership, taught by trained volunteers from Image Church with special efforts made by Image Church to engage the African American population
- An effort will be made to increase the number of guardians taking the family survey for feedback

**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:

- Much discussion around the need to engage parents

**2** ELAC:

- Much discussion around the need to engage parents

**3** Staff:

- Could we get more families to volunteer to support classrooms and support supervision

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

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

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

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

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- 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)

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagement: ELAC and other parent engagement opportunities.**No food or incentives**	2,028.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Engagement: materials and supplies for parent meetings, Title 1, Back to School Night, 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	1,177.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parents attending meeting	683.00

**\$7,888.00**

# 2022-2023 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			Quarterly planning, data chats, SST and IEP days	7,606.00
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 Student of the Month \$2000 Positivity Project Shirts \$7000 Cougar T-Shirts \$7000 College Signs, PAWS Posters and banners: \$2500 Medals for Rallies: \$1500 Poster Machine Supplies: \$2000 Office Depot: \$16,000 Warehouse Orders, including copy paper, misc. POs, etc. \$16,705	43,572.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease, maintenance and repairs SPSA: G1/A1-A3	10,330.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Quarterly planning, data chats, SST and IEP days	7,608.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitute coverage for SSTs, IEPs, Data Chats/Planning. G1A1-A3.	12,054.00
G1A1	LCFF: EL	Instruction	Direct-Maint			SPSA G1/A1-A3. Direct Maintenance for Technology Repairs	2,000.00
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	1,500.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher supplemental pay for intervention after school. G1 A1-A3.	25,999.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology for students and teachers for the support of ELA and Math. Additional tablets for classrooms and large screen tvs for primary classrooms. SPSA	68,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,620.00
G2A1	LCFF: EL	Instruction	Cons Svc/Oth			*Other* : *Vendor will be determined by ILT Fall 2022  Quarterly assemblies/experiences to expand student exposure to real world learning and opportunities to be decided by ILT for each quarter.	4,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Attendance incentives for students attending on a regular basis and chronic absentees improving attendance. SPSA G3A1	5,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57.291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	4,069.00
G3A1		Guidance & Counseling Services	Subagreements				.. . . . .

G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57,291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	40,758.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			Mileage reimbursement for HSL Home Visits SPSA: G3/A1-A2	600.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57,291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	11,882.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring-3 mentors at 6 hours per day and 2 mentors at 3.5 hours per day. SPSA: G3/A1-A2. Split funded 4 ways, total contract \$114,000 3010-\$57,291, 7090-\$4,069, 7091-\$40,758, 7099-\$11.882	57,291.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	1.0000	To support on campus group and modified counseling; be a liaison for outside resources, threat assessments, work w/families to support needs, work w/ staff to support students in Tier 1, 2, & 3 behaviors	124,599.00
G3A2	One-time School	Instruction	Bks & Ref			Positivity Project Subscription SPSA: G2/A1 and G3/A1-A2	2,995.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagement: ELAC and other parent engagement opportunities.**No food or incentives**	2,028.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation and Engagement: materials and supplies for parent meetings, Title 1, Back to School Night, 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	1,177.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parents attending meeting	683.00
							<b>\$441,371.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,319.00
Sup & Conc	7090	\$199,176.00
LCFF: EL	7091	\$74,000.00
One-time School	7099	\$108,876.00
<b>Grand Total</b>		<b>\$441,371.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$182,289.00
G2 - Expand student-centered and real-world learning experiences	\$4,000.00
G3 - Increase student engagement in their school and community	\$247,194.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,888.00
<b>Grand Total</b>	<b>\$441,371.00</b>