

Columbia Elementary

10621666006159

Principal's Name: Mike Rivard

Principal's Signature:

A handwritten signature in blue 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 4, 2025

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

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

Consolidated Program Assurances

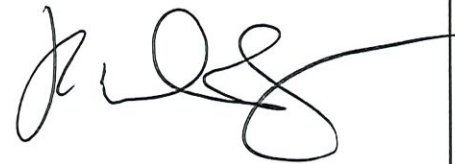
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten 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 - Rachel Cooper Year 2		X			
3. Nicole Kopacz Year 1		X			
4. Belinda Burger Year 1		X			
5. Liliana Flores Year 1			X		
6. Jason Spencer Year 2				X	
7. Joanna Ibarra Year 1				X	
8. Vanessa Guizar Year 2				X	
9. Stephany Guizar Year 2				X	
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: Columbia Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Mike Rivard		03/26/25
SSC Chairperson	Rachel Cooper		03/26/25

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

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

FY 2025/26

Columbia - 0095

ON-SITE ALLOCATION

3010	Title I	\$76,038 *
7090	LCFF Supplemental & Concentration	\$238,986
7091	LCFF for English Learners	\$89,628

TOTAL 2025/26 ON-SITE ALLOCATION

\$404,652

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,204
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Program Budget	\$73,834
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Total Title I Allocation	\$76,038
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Columbia Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		44.8 %	2023-2024	53.9 %
SBAC ELA - Average distance from standard	✓	-54 pts	-83.8 pts	2023-2024	-68.8 pts
SBAC ELA - Average distance from standard (Hispanic)	✓	-63 pts	-77.5 pts	2023-2024	-62.5 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓	-70 pts	-84 pts	2023-2024	-69 pts
SBAC ELA - percentage of students met/exceeded standard	✓	28.5 %	17.2 %	2023-2024	30.1 %
SBAC Math - Average distance from standard	✓	-75 pts	-90.4 pts	2023-2024	-75.4 pts
SBAC Math - Average distance from standard (English Learner)	✓		-100.5 pts	2023-2024	-85.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	20.6 %	18.2 %	2023-2024	23.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1-
Based on the metrics in this Current Goal, students are not reading on grade level as identified by SBAC.

Hispanics, Socioeconomically Disadvantaged, AA and English Learners are specific student groups performing below grade level in ELA

Action 2-

Based on the metrics in this Current Goal, students are not performing on grade level in math as identified by SBAC.

English Learners, AA, Socioeconomically Disadvantaged and Hispanics are specific student groups performing below grade level in Math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1-

- 1. Students are not mastering vocabulary and reading comprehension in the intermediate grades.
- 2. Students are not reading 20 minutes a day at school with fidelity.
- 3. The need for slightly adjusting K-2 instruction to ensure the majority of ELA instruction has students reading physical books.

Action 2-

- 1. Students are not mastering conceptual math skills.
- 2. The need for developing effective teaching strategies to build conceptual understanding in Math.
- 3. The need for having math RTI time for struggling students.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1-

- 1. Tutoring/interventions for the identified students not on grade level.
- 2. Parent engagement; opportunities to give access to resources (books) to families.
- 3. Providing grade leveled readers to all K-2 classrooms.

Action 2-

- 1. Consistent checking for understanding in math instruction and student goal setting.
- 2. Professional learning opportunities for staff and using IAB assessments for math.
- 3. Alternating RTI time with both ela and math to help struggling students.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Academic Achievement in English Language Arts (ELA)

Fully Implemented

The actions were fully implemented for our site. The implementation included 1 on 1 literacy mentors in K-2 plus an additional mentors in the K-1 classroom to help with targeted literacy groups. Teachers also offered daily RTI for ela in their classroom. The reading intervention specialist provided small group pull out intervention to students in grades 3-6. Literacy walks continued for our site with coaching for all staff and whisper coaching in classrooms. Students were able to grow in literacy but more growth is needed.

Action 2: Academic Achievement in Math

Fully Implemented

The actions were implemented including planned CFAs for math in all PLC groups where they analyzed data and planned instruction to meet students' needs. Some teachers offered RTI in math to fill in student gaps in learning and increase gains. Student scores in math did grow but we need to grow more.

Action 3: Increase the Reclassification Rate of English Learners

Fully Implemented

The actions were fully implemented. PL focused on English Learners was helpful and parents were taught how to help their students prepare for ELPAC at quarterly ELAC meetings. More resources were give for Designated and Integrated ELD time for all grade levels. Teachers received training on how to goal set with students for their ELPAC testing. Our English Learners progress increased by 9.2% this year. 44.8% of our EL students progressed at least one ELPI level.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Academic Achievement in English Language Arts (ELA)

Effective

Our target this year was to make 15 points closer to standard for ELA. We will find out in Spring how we did. We are close to being able to meet this target and the supports we implemented did help students. We were able to see I Ready ELA Diagnostic stretch growth in individual students as a result of the interventions we put into place. We believe that SBAC results at the end of the year will show more growth in ELA due to the changes we implemented. We looked at ELA stretch growth D1 to D2 and saw that grades 3-5 are on target to meet the 15 DFS growth on SBAC whereas grade 6 is not quite there.

Action 2: Academic Achievement in Math

Partially Effective

The actions were partially effective. Our African American students increased their performance by 12.8%. All other student groups maintained. We looked at the Math stretch growth D1 to D2 and saw that Grades 3 and 6 are projected to meet the 15 DFS growth on SBAC. Grades 4 and 5 are not projected to meet 15 DFS growth on SBAC so there is more work to be done here.

Action 3: Increase the Reclassification Rate of English Learners

Effective

The actions were effective-The measure showed growth toward our goal, 44.8% of our English Learner students progressed at least one ELPI level on the ELPAC this year. This is a 9.2% increase from last year. We were able to reclassify 12 students this fall and we should be on track to reclassify the same amount this spring.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1-

We will continue to strengthen our current actions to support our Literacy program by adding the following: 1. one on one literacy tutoring from ENP to students for 34 hours a week to all grade levels TK-6 2. We are also adding Literacy Mentors 3 hours per day for 145 days for TK-1st and one per grade level for grades 2-6. We will also implement a school-wide writing program, the Write Tools with professional learning opportunities. Teachers in Grades 3-6 will plan IAB's for each quarter to give students exposure to the rigor of the SBAC and prepare them for end of year testing. Prior to giving the IAB they will deconstruct test to find out knowledge and skills needed as well as the question stem. They will plan to teach those skills and knowledge prior to giving the IAB. They will also give both pre and post test to find out which instruction benefitted students the most.

Action 2-

We will provide professional learning opportunities to expand ways to build conceptual understanding in math. We will have disrict math coaches come on site to provide professional learning. Teachers in grades 3-6 will use math IAB's each quarter. Prior to giving the IAB they will deconstruct test to find out knowledge and skills needed as well as the question stem. They will plan to teach those skills and knowledge prior to giving the IAB. They will also give both pre and post test to find out which instruction benefitted students the most. Teachers in Grades 3-6 will plan IAB's for each quarter to give students exposure to the rigor of the SBAC and prepare them for end of year testing.

Section D: 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.

SSC:

- Ensure EL students receive push in and pull out support
- Provide more after school tutorial and intevention opportunities.
- Improve communication to families regarding academic performance and grades.

ELAC:

- Ensure EL students receive push in and pull-out support
- Provide opportunities for parents of EL students to get information about areas of improvement for their child

Staff:

- Increase focus group support and opportunities for small group instruction embedded in daily lessons.
- Contact parents earlier and more often when students are struggling.
- Provide opportunities for teachers to watch others teach and/or engage in lesson study.

Action 1 :

Academic Achievement in English Language Arts (ELA)

Action Details:

- By the summer of 2026 there will be an increase of 15 points toward meeting standards in SBAC ELA based on iReady stretch growth data. For students taking only iReady, they will increase their score by 10% by the end of the year.
- Focus on best first teaching with the Guaranteed Viable Curriculum (GVC), on grade level standard instruction, in ELA 90 Minutes of ELA per day to include both whole group and small group for differentiation.

A comprehensive literacy approach will be implemented to include:

- Tk-2
 - Reading Foundational Skills-to include phonics, phonemic awareness, word work, sight words, writing, small groups, total physical response and language development/acquisition
 - Engaging and Accessible Texts
 - Comprehension through Writing
- 3-6
 - Engaging and Accessible Texts
 - Comprehension through Writing
 - Foundational Reading Skills as needed for levels of RTI (Response to Intervention)
- Focus on literacy support for through Nancy Akhavan Consulting through Literacy Walks and Professional Learning and Orton Gillingham professional learning
- Based on staff feedback and classroom visit data, professional learning opportunities will be developed in cohort with the Instructional Coach to support teachers
- K-1 participation in Literacy Walks with Nancy Akhavan consulting
 - K-1; Focus on reading foundational skills and small group instruction
- Focus on Response to Intervention embedded into the instructional schedule at each grade level with the use of iReady Standards Mastery, Regional Foundational Skills Assessments or Phonics Surveys and direct instruction in response to grouping needs-This will continue to be an area of focus for the entire school year, including enrichment groups
- Additional intervention will continue to be developed after school to support below grade level readers-will be coordinated beginning at week 6 by the TSA, VP and Academic Coach-The plan will be developed by the ILT in August of 2025 for the 25-26 School Year. This will be revisited annually by the ILT
- Generation Changers Literacy Mentors supporting students in classrooms.
 - TK-2: One mentor per teacher, 3 hours per day, 5 days a week
 - 3-6: One mentor per PLC, to be utilized at PLC discretion, 3 hours per PLC, 5 days a week
- ENP tutors to work one-on-one with students, Grades TK-6 for a total of 1 hour per day per teacher, 3 days per week.
- iReady toolkit for teachers
- Additional support will be offered with the help of Generation Changers and Every Neighborhood Partnership and A4 to support African American, Special Needs' and Homeless and other sub-groups of students who are below grade level
- SST and IEP days with sub for staff coverage so general education teachers can be involved/Sub for SPED Teacher as needed for these days-There will be separate SST days for SEL and Academics
- Special Education Teachers work in collaboration with PLC Teams to identify gaps and plan on addressing gaps
- For all areas of the SPSA the SOS (Superintendent of Schools) identified for Columbia Elementary School conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- For all areas of the SPSA School site team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress
- PLCs will have two planning day each semester with, substitute coverage, which will include a PLC data chat with admin around focus students and strategies
- PLCs will analyze CFAs and IABs to both plan instruction and address student needs

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I

- The GVC, Standards & Wonders materials and resources will be used daily to ensure that all students have access to core materials and supports.
- Quality first teaching based on standards, student goal setting, and checking for understanding.
- Revisit and implement Designated ELD instruction utilizing the supplemental lessons Designated ELD district developed lessons aligned to the Wonders and ELD Standards.
- The PLC Teams, through the work of the Instructional Leadership Team (ILT), will identify focus standards in ELA, will build CFAs and CFAs around these focus standards. A calendar will be built to identify approximately when CFAs and CFAs will occur. The data from such will be used to reteach and intervene with groups in the RTI time. Grades 3-6 will use IAB's and FIAB's for their CFAs.
- 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.
- Professional Learning will take place with the Curriculum Instruction department/Literacy Coaches to support K-2 teachers
- All students will have opportunities to participate in district provided enrichment and field trips
- 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.

Tier 2

- ENP tutors to work one-on-one with students, Grades TK-6 for a total of 1 hour per day per teacher, 4 days per week.
- Generation Changers Literacy Mentors supporting students in classrooms.
 - TK-2: One mentor per teacher, 3 hours per day, 5 days a week
 - 3-6: One mentor per PLC, to be utilized at PLC discretion, 3 hours per PLC, 5 days a week
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, Hispanic, ELL, African American, Foster) and specific grade levels based on site data including reports from NextGen)
- Teachers will utilize i-Ready instruction for Tier II and Tier III support. As scheduled RTI time each day will allow for this support
- Tier II specialist to support for attendance, behaviors and academics at the Tier II level
- After school tutoring/homework help
- After school EL tutoring and Migrant tutoring offered
- Supplemental contracts for teachers and classified staff to provide additional tutoring services for the identified group

Tier 3

- The TSA, VP, and district provided Academic Coach will use data and work with PLC teams to ensure additional interventions after school in reading and math for those who are far below grade level
- TST will meet bimonthly to support Tier 3 struggling students
- Social Emotional support through social worker, school psychologist, RP counselor, and RCA to provide support to students, families, and staff
- Referrals to mental healthy services

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

The English Learner student population is performing at a low level in areas of English Language Arts (-91.7 below standard) We plan to support English Learners by ensuring that designated ELD instruction is implemented daily by certificated teachers to ensure our ELs, including LTELs and Dually Identified ELs with IEPs access core learning. Additionally, we will be contracting ENP one on one tutors and Generation Changers literacy mentors to be able to provide additional daily Response to Intervention (RTI), Newcomer's support, and ELD practice through small group and after school intervention. Our HSL will improve service and communication with the families of our ELs. We will embed consistent use of academic discourse, talk moves/accountable talk, and Language Frames during Integrated and Designated ELD instruction. We will also provide Professional Learning aligned to the ELD standards with support from EL Services department. For LTELs, we will provide additional support through targeted reading and language intervention opportunities. We will determine intervention needs for ELs and LTELs using ELPAC data on Ellevation to ensure our EL students receive appropriate support. For Reclassified Fluent English Proficient (RFEP) students, teachers will utilize the Ellevation platform to progress monitor and set goals as needed.

- 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
- Daily Designated and Integrated ELD (Tier I) from Certificated Teacher
- Newcomer's support
- ELD support through small group instruction
- Consistent use of academic discourse, talk moves/accountable talk, and Language Frames
- ELPAC Assessors to support testing administration
- LTEL - additional support-targeted reading intervention opportunities
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs

Student Groups

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Planned student conversations, Planned parent meetings, Teacher professional learning.

Additional FTE to provide pull-out support for small group instruction.

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

English Learner (EL):

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

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

English Learner (EL):

- 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
- Daily Designated and Integrated ELD (Tier I) from Certificated Teacher
- Newcomer's support
- ELD support through small group instruction
- Consistent use of academic discourse, talk moves/accountable talk, and Language Frames
- ELPAC Assessors to support testing administration
- LTEL - additional support-targeted reading intervention opportunities
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom walk-throughs utilizing glows and guiding questions surrounding the focus areas (RTI and RFS skills). Outcomes measured by walkthrough data focused on RTI and RFS skills. 70% of classroom observations will show implementation of RFS skills and/or RTI.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District RFS Benchmark, iReady diagnostic reading assessments and SBAC interim assessments; Outcomes are measured by growth from assessment to assessment. 45% achieving mastery on district FSA benchmark. Outcomes monitored by teachers, grade-level PLCs and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. For K-2 there will be an increase of 10% in student scores in ELA as seen by iReady Diagnostic. For grades 3-6 there will be a 15 point distance from standard on SBAC data.

Action 2 :

Academic Achievement in Math

Action Details:

Columbia Elementary will ensure that all students receive high quality instruction through the implementation of a TK-6 grade comprehensive math instruction program with an emphasis on conceptual mathematics that embeds the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards.

Goal:

By June 2026 Columbia Elementary, for grades 3-6, students will decrease the distance from standards in Mathematics from -90.4 to -75.4 as measured by the Smarter Balanced Summative Assessment (SBAC)

By June 2026 Columbia Elementary, for K-2, students will increase 15% in stretch growth in math as evidenced by the iReady Diagnostic.

Additional measures will be taken including:

- Focus on Best first teaching with the Guaranteed Viable Curriculum (GVC) in Math, on grade level standard instruction, 60 minutes of Math per day to include both whole group and small group for differentiation
 - Use of the 5 Es
 - Ensure 4 Areas:
 - Conceptual Learning
 - Application/Problem Solving
 - Procedural/Computation Fluency
 - Number Sense
- Focus on conceptual and procedural learning support through the GVC
- Based on staff feedback and classroom visit data, professional learning opportunities will be developed in cohorts with the Academic Coach to support teachers
- Focus on Response to Intervention embedded into the instructional schedule at each grade level with the use of i-Ready and direct instruction in response to grouping needs
- Additional intervention will be developed after school to support below grade level students in math basic facts coordinated by the TSA, VP and Academic Coach as funding allows. Priority will be given to reading intervention
- Additional support will be offered with the help of Every Neighborhood Partnership and A4 to support Hispanic, African American, Special Needs' and Homeless students who are below grade level
- Generation Changers will be used to support intervention during the school day, with targeted individual support, for students grades TK-6 during the school day.
- Procedural/Computation Fluency supports to include:
 - GoMath Materials/Fluency Resources "Strategies and Practice for Skills and Facts Fluency"
 - NextGen Math
 - Reflex/Flax Math

- iReady Toolkit for Teachers
- K-3 Common Core Assurance
- Special Education Teachers work in collaboration with PLC Teams to identify gaps and plan on addressing gaps
- Work will continue to be done through the Edison Region Professional Learning Focus to help teachers in the PLC+ work
- Administration will set up schedules to observe the use of the 5Es, learn from what teachers are doing and provide feedback to teachers as a cycle of continuous improvement reflection process
- During classroom visit follow ups with PLC Teams and individual teachers, specific attention will be given to Checking for Understanding being used and the use of such in order to make pivots in instruction for Tier 1 intervention.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I

- School site licenses for math programs, including NextGen Math and Reflex Math
- Student data chats and goal setting conducted by classroom teachers
- 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 to support students in making connections to mathematical content. Teachers will develop common assignments and assessments that require students to demonstrate a conceptual understanding, procedural skill and fluency, and application of mathematical concepts
- The Quarterly Planner resources and problems will be used
- All students will receive Tier I instruction daily with the use of strong first teaching and learning
- Special attention will be given for supports of student groups, Hispanic, 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

Tier II

- Teachers will utilize i-Ready and Next Gen Math for Tier II and Tier III support. A scheduled RTI time each day will allow for this support
- After school tutoring/homework for identified students
- SST meeting to determine intervention supports
- Supplemental contracts for teachers to provide additional tutoring services for identified students

Tier III

- The TSA, VP and Academic Coach will use data and work with PLC teams to ensure additional interventions after school in reading and math for those who are far below grade level

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

The English Learner student population is performing at the next to lowest level in the area of Mathematics (~100.5 below standard). Designated ELD will take place daily and schoolwide. Integrated ELD will be implemented throughout the day in all content areas. With Title I funds we plan to support English Learners with our one on one tutors in each TK-6 classroom. There will also be after school tutoring provided for our EL students in Math.

- Professional learning as time permits for best practices in supporting EL students
- Professional learning as time permits 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

Student Groups

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

English Learners (EL):

With Title I funds we plan to support Hispanic students by providing one on one tutoring support through ENP support during the school day with optional after school tutoring.

African American (AA):

With Title I funds we plan to support AA students by providing one on one tutoring support through ENP support during the school day with optional after school tutoring.

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

English Learners (EL):

With 7090 or 7091 funds we plan to support Hispanic students through ~~by providing quarterly release time for~~ teachers conducting equity audits, engage in lesson study, and elicit feedback from student groups regarding academic lessons.

African American (AA):

With 7090 or 7091 funds we plan to support AA students through ~~by providing quarterly release time for~~ teachers to conduct equity audits, engage in lesson study, and elicit feedback from student groups regarding academic lessons.

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

English Learners (EL):

African American (AA):

- As a site we plan to implement MTSS Grade-level Teams, lead by TSA; meet bimonthly to determine student needs and support; increased technology to ensure struggling students have access to Tier I and Tier II supports in the adopted curriculum
- Teachers will meet with students and parents based on Ds and Fs in math.
- Students will be provided additional tutoring and after school support.
- 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 ELAC meetings, Back to School Night, Open House and all assemblies in support of parents

Progress Monitoring: Outcomes

Reasoning for using this action			☒ Strong Evidence	☒ Moderate Evidence	☒ Promising Evidence
Short-Term (Learning) Expect to see					
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them.					
Classroom walks, utilizing glows and guiding questions. Outcomes measured by walkthrough data focused on focus areas (conceptual and procedural understanding). 70% of classrooms will show implementation of conceptual and procedural understanding in mathematics, monitored by the Principal, VP, TSA, and teachers. Outcomes monitored by Principal, VP and TSA					
Medium-Term (Change in Behavior or Performance) Want to see					
<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.					
District benchmark, iReady diagnostic math assessments, SBAC Interim Assessments. Outcomes measure by growth from assessment to assessment. By D2, 40% of students meeting their stretch growth goal. Outcomes monitored by teachers, grade level PLCs and admin.					
Long-Term (Change in Condition) Hope to see					
<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.					
SBAC Results: Outcomes measured by decrease the distance from standard in Mathematics from 100.5 to 85 as measured by the Smarter Balanced Summative Assessment (SBAC) Outcomes monitored by Principal and teachers.					

Action 3 :

Increase the Reclassification Rate of English Learners

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Providing Social Worker as needed
- Teacher Tutoring beyond the school day
- Babysitting for parent meetings
- Translation as needed
- ELPAC Assessors
- Additional Technology
- Literacy Mentors
- Social Emotional and Academic support mentors
- English Learners will receive strong first teaching with EL best practices.
- The PLC Team will collaborate to adjust instruction and RTI time ot support EL leaerning growth.
- Professional learning will be provided for staff at the beginning of the year and quarterly thereafter.
- Parent University and Administration will offer information for parents so they understand the process for supporting EL students and the process/criteria for reclassification.
- The Home School Liaison will help with phone calls and mailings to homes to support this work.
- The Home School Liaison will be available for parent communications, training's and meetings.

Student Groups

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

English Learner (EL):

With Title I funds we plan to support English learner students by having additional after school tutoring for them. We will also have engagement activities and Parent University trainings for families.

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

English Learner (EL):

With 7090/7091 funds we plan to support our EL students by providing additional after school tutoring by a certificated teacher, Literacy mentors in classrooms during the day, outside ELPAC assessors, social emotional and academic support mentors and babysitting for ELAC parent meetings and parent university.

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

English Learner (EL):

As a site we will continue to support our English Learners with the following:

- EL students will receive strong first teaching with EL best practices.
- The PLC Team will collaborate to adjust instruction and RTI time ot support EL leaerning growth.

- Professional learning will be provided for staff at the beginning of the year and quarterly thereafter.
- Parent University and Administration will offer information for parents so they understand the process for supporting EL students and the process/criteria for reclassification.
- The Home School Liaison will help with phone calls and mailings to homes to support this work.
- The Home School Liaison will be available for parent communications, training's and meetings.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom walks focusing on the implementation of integrated and designated ELD time. Classroom schedules having a block of designated ELD time.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by interim ELPAC assessments proctored by classroom teachers. Outcomes monitored by PLCs and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by 35% students being redesignated during the summative ELPAC assessment. Students moving up one ELPI level will increase from 44.8% to 55% which is 10 percent. Outcomes are monitored by principals and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for Valdez/Kopacz Write Tools Support **No IEPs, 504s**	6,131.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies G1A1 **No food or incentives**	16,285.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Generation Changers: For intensive mentoring services G1A1-A2	25,050.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	RU 4/25/25 adding .25 FTE to Unit 4129 Mark Vargas, ID 1006133 to be split 0.50 FTE 7090 / 0.25 FTE 4129 / 0.25 FTE 7399 His duties include: MTSS including providing supports to students through TST, SST and Social Worker	90,915.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies: instructional items, paper (copy, construction, etc.) laminating supplies, poster maker, materials, PO for materials/supplies, warehouse orders, apparel, banners G1/A1-A3, G3/A1-A2. Items: student awards, student of the month, cougar polos and t-shirts, PAWS posters and banners, metals for rallies, poster machine supplies, Office Depot, warehouse orders including copy paper, miscellaneous POs	30,403.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease, maintenance and repairs G1/A1-A3	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for posters, banners, printing, etc G1A1	500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6400	Fulltime Social Worker to work with individual students, groups of students, teachers on Tier 1/2 strategies and responses. Also, working with families to connect them with resources for a variety of needs such as counseling, financial needs, work with medical supports, etc.	97,316.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies	15,995.00
G1A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.3600	Fulltime Social Worker to work with individual students, groups of students, teachers on Tier 1/2 strategies and responses. Also, working with families to connect them with resources for a variety of needs such as counseling, financial needs, work with medical supports, etc.	54,741.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex/Frax math subscription G1/A2	3,596.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Next Gen Math online assessment G1A2	12,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	17,164.00

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

\$385,096.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	85.7 %	2024-2025	88.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey increased 5% from Spring 2024. We want this to increase 3% more.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Teacher offer many opportunities for students to have field trips and real-world experiences off site.
- 2. We value and prioritize having students in leadership roles to add to their experience at Columbia.
- 3. We offer many sports, clubs and programs for students to enjoy and we encourage participation.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Make sure to offer field trips setting aside part of our site budget to allocate towards additional Goal 2 opportunities.
- 2. Have more site assemblies where students can demonstrate leadership on site.
- 3. Continue to expand our sports, clubs and programs to offer more opportunities for all students to participate.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Expanding Real-World Learning Experiences

Partially Implemented

The actions were partially implemented. We have more events planned for the Spring and more we are offering more event for students starting next year. We will increase the amount of opportunites for students next year and offer more field trips and events so students feel more connected to school and have more real world opportunities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Expanding Real-World Learning Experiences

Effective

The actions were highly effective. The increase in the Fall Climate & Culture student survey data shows that students are more connected to school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will provide more opportunities for real world experiences such as field trips.
- We will increase the number of activities including sports and clubs for students to choose from.
- We will have our CommunitySchool Coordinator and HSL begin regular monthly events for students.

Section D: 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.

SSC:

- Have speakers talk with students about their careers.
- More field trip opportunities
- Community service/meaningful work opportunities

ELAC:

- More field trip opportunities
- Educational and Enrichment assemblies

Staff:

- Bring more experiences and presentations to the school site
- Additional clubs and activities to support Real World Experiences

- After school tutorial for students with D's and F's

Action 1 :

Expanding Real-World Learning Experiences

Action Details:

Columbia Elementary is committed to increase student engagement in real-world learning experiences by engaging students in a variety of college and career opportunities through club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips and class presentations. Students in grade TK-6 engage in a variety of learning experiences, field trips, and clubs based on student interest and leadership opportunities to expand student real world learning opportunities. We will continue to engage students and parents to participate in the opportunities (exposure to career trips) provided by the site and the district.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Assemblies, presentations, and field trips will provide real-world learning experiences and foster awareness of career opportunities
- Transportation to events or activities
- Supplemental contracts for Certificated and Classified staff to support with community events
- Guest speakers with diverse backgrounds
- Volunteers from a variety of careers will be invited to speak to classes about their careers
- 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
- Literacy Nights will be hosted once a semester to include a wide variety of community members.
- Subscribe to Mystery Science, Scholastic News, Time Magazine for Kids for work around informational text

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world learning experiences.
- Student engagement data of EL students will be monitored for disproportionality.

Student Groups

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

English Learner (EL):

We will add more reimbursement for Home School Liaison to do more home visits to improve service and communication with the parents of our ELs. We will also add babysitting services so that EL parents can participate in our ELAC meetings and other schoolwide assemblies and events.

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

English Learner (EL):

We will utilize some of the 7091 funds for HSL to improve services and communication with the families of our student groups. We will also provide more translation services to communicate with parents regarding these experiences.

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

English Learner (EL):

Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Engagement participation will be analyzed quarterly for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes measured through Principal, VP and TSA.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Engagement participation will be analyzed at each semester for increases compared to last year. Outcomes measured through ATLAS reports. Outcomes measured by Principal, VP and TSA.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Responses on the Climate and Culture Surveys will increase by 3% compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP and TSA.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0095 Columbia Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Quarterly assemblies and experiences to expand student exposure to real world learning and opportunities G2A1	4,852.00

\$4,852.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		35.4 %	2023-2024	29.8 %
Chronic Absenteeism - (Hispanic)	✓		34.9 %	2023-2024	29.3 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		35.2 %	2023-2024	29.6 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		42.3 %	2023-2024	38.7 %
Suspension Rate	✓	1.7 %	5 %	2023-2024	3.67 %
Suspension Rate - (African American)	✓	4.4 %	13.6 %	2023-2024	8.27 %
Suspension Rate - (Students w/ Disabilities)	✓		7.3 %	2023-2024	3.97 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, Chronic Absenteeism has decreased over the last year. Identified student groups are Hispanic and African Americans and Students with Disabilities. Absenteeism for Hispanics and SWD grew by 3% while absenteeism for African American students maintained. Suspensions have decreased by 2% over last year. Identified student groups are African Americans and Students with Disabilities.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. High transiency of families
- 2. High percentage of students exposed to trauma
- 3. Lack of transportation to and from school
- 4. Low participation in attendance meetings

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Monthly attendance incentives
- 2. More home visits
- 3. More events to bring families on campus to be involved
- 4. Educating families more about attendance
- 5. Offering appropriate student supports through TST bimonthly meetings

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Attendance and Reduce SuspensionsFully Implemented

The action was not effective to decrease chronic absenteeism. It actually increased overall by 0.7%. HSL was able to make more home visits. Office assistant was able to meet with parents regarding truancy. Attendance was discussed with parents at all ELAC meetings.

For suspensions, our actions were effective and we were able to decrease suspensions by 2%.

Action 2: Increase Opportunities for Social-Emotional SupportFully Implemented

The action was effective to provide more supports to students. We were able to decrease level III misbehaviors to half the amount from the previous year. More students were seen and supported weekly by social worker, Tier II specialist, Restorative Practice counselor, Resource Counseling Assistant and TSA for MTSS. Students were offered individual check ins, skill building groups as well as young men of character groups. Students were also supported in the SST process with Tier II academic interventions as well as behavior interventions. Social Worker helped teachers implement more Tier I supports with behavior charts in the classroom.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Attendance and Reduce SuspensionsPartially Effective

The action was not effective to decrease chronic absenteeism. It actually increased overall by 0.7%. HSL was able to make more home visits. Office assistant was able to meet with parents regarding truancy. Attendance was discussed with parents at all ELAC meetings.

For suspensions, our actions were effective and we were able to decrease suspensions by 2%.

Action 2: Increase Opportunities for Social-Emotional Support

Effective

The action was effective to provide more supports to students. We were able to decrease level III misbehaviors to half the amount from the previous year. More students were seen and supported weekly by social worker, Tier II specialist, Restorative Practice counselor, Resource Counseling Assistant and TSA for MTSS. Students were offered individual check ins, skill building groups as well as young men of character groups. Students were also supported in the SST process with Tier II academic interventions as well as behavior interventions. Social Worker helped teachers implement more Tier I supports with behavior charts in the classroom.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will continue to work on attendance with a more incentive based approach. We will continue to have HSL do home visits and office assistant do truancy parent meetings. We will have Tier II specialist and RCA work together to do CICO with our 82-93% chronically absent students to raise their attendance. We will also have events such as popcorn parties to the class with the highest attendance.
- We will continue to fine tune the supports we offer our students through TST and SST to ensure all students are receiving the social emotional and academic supports needed to be successful. We will continue to monitor progress through data.

Section D: 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.

SSC:

- More student engagement opportunities
- More field trips, both educational and incentive

ELAC:

- SEL supports
- Field trips
- Assemblies

Staff:

- More after school clubs and activities to engage and support kids
- More Peer mentoring opportunities

Action 1 :

Increase Attendance and Reduce Suspensions

Action Details:

Columbia Elementary will implement a Multi-Tiered System of Supports to integrate research-based district adopted programs to support best practices of Response to Intervention (RTI) and Social Emotional Learning (SEL) to decrease out-of-school suspension rates. Whenever it is safe, appropriate and possible, responsive restorative processes will be used in lieu of suspension to support positive, ongoing relationships to interrupt incidences from escalating.

- Attendance Needs:
 - The TST team has developed, and will continue to use, a process of looking at specific attendance data from PowerBi

- The members of the team will be given groups of students to follow up on in terms of calling homes, check in/check out and/or home visits to help the students improve their attendance.
- Suspension Needs:
 - Use of the Intervention Specialist will help the TST team monitor students needing extra attention to prevent behaviors from escalating which cause a suspension
 - More timeouts will be used in other teachers' rooms to compete work and/or de-escalate situations
 - RP Counselor will work with staff to help have greater application of the restorative practices in the classroom with the teacher
 - We will continue to work on developing a list of alternative to suspension options using our TST team-Tier 2 Specialist, RP Counselor, TSA, VP, Social Worker and School Psychologist
 - Continue to use the Social Worker to help coordinate work with families with medical doctors, counselors on site and off site for student needs
 - **Continue with RCA** to help with the RP work throughout the day. This should address the conflicts that usually result in suspensions
 - We will educate families on the dangers of vaping, how to recognize signs and items in order to help with early detection and support
- Continue to support all sports added over the past few years
- Continue to support all clubs added over the past few years
- Continue to support the music program and opportunities to showcase talents
- Focus on behavior interventions to support students staying engaged-Behavior Huddles, work with Culture Climate Team
- Quarterly update engagement data in the engagement tool
- Work with Image Church for intensive, targeted, mentoring for highly at risk students
- Literacy Nights hosted once a semester to include community members, local organizations, and school staff to engage students and families in literacy.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier I

- Students will receive instruction through weekly class meetings with appropriate materials
- Students will receive instruction on school-wide behavioral expectations through a variety of formats
- 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 staffed by mentors and Tier 2 Specialist
- Cougar T-Shirts
- Motivational and engaging signs, posters, banners, etc.
- Rallies and assemblies with awards and medals, Student of the Month certificates, weekly incentives, semester awards and T-Shirts, Spirit Gear, bracelets for P2 and Colleges, etc.
- Awards' Assemblies and Student Work Showcase with certificates for students, etc.
- Motivational and engaging assemblies to be determined by ILT-at least 1 per quarter
- Resources as needed to support sound system for assemblies
- Generation Changers Mentors to support students in the classroom and on campus throughout the day
- Cougar Den to support Cougar Tickets for positive behavior incentives
- Classified/other classified support for targeted behavior support with the use of more time for NTAs and/or mentors
- Materials, supplies, and resources that support Social Emotional Learning and programs, Positive Behavior Supports, Climate Culture Team planning, MTSS processes-TST, and student participation in enrichment and sports activities and all career opportunities generated from the central office level
- Purchase of, and continued use of, the Positivity Project
- In partnership with the Parent University Department, Every Neighborhood Partnership and Generation Changers, 6-8 week classes will be set up to support parent learning with trauma support being at the center

Tier II

- Support for Young Men of Character and Girl Power students
- Support for students through field trips, elementary school mentoring and service projects
- Incentives for students to promote student connection to school for such students who demonstrate growth in attendance, academics and behaviors
- Students receive social-emotional supports in the Care and Connect Room
- Students receive social-emotional supports through the Tier II Intervention Specialist through curriculum that promotes the development of social-emotional skills and positive interactions

- Individual contracts between teacher and students will be implemented on a needed basis to provide behavioral support to struggling students

Tier III

- Students who have been identified based on data, will receive social skills awareness through Restorative Practices
- Students will receive social-emotional supports with curriculum that promotes the development of social-emotional skills and positive interactions

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

We plan to support English Learners with additional tutoring during and after school. We will also offer social emotional supports.

Student Groups

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

African American (AA):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

With Title I funds we plan to offer additional tutoring during and after school as well as offering social emotional supports during school.

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

African American (AA):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Increased tutoring and small group instruction as well as offering more attendance incentives.

Teacher on Special Assignment.

Full time Social Worker to work with individual students, groups of students, and teachers on Tier 1/2 strategies and responses.

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

African American (AA):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

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

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Attendance will be monitored by RCA and Tier II specialists.

Target students based on attendance percentage.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Outcomes are measured by progress monitoring selected students.

Attendance rate improve by 7% over last year.

School-wide attendance incentives monitored by TSA

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Attendance rate improve by 15% from previous year.

Action 2 :

Increase Opportunities for Social-Emotional Support

Action Details:

- Additional after school support for targeted tutoring for emerging readers
- 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 Generation Changers Mentors 3 mentors/5 days per week at 6 hours to support students in the classroom-addressing Tier 1/2 behaviors
- 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
- MTSS Team will implement and support school wide work for Positive Behavior Supports for individual students, groups of students and the school as a whole. MTSS Team 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 the ILT Team meet on areas where the SEL learning directly supports, intersects with or aligns with the academic growth of students
- Teach staff 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
- 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
- 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/AI/4 Youth
- 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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- 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
- Generation Changers Mentors to support students in the classroom and on campus throughout the day
- 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, 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All students, including English Learners are included and encouraged to participate in available field trips, athletics, assemblies, clubs, and other extracurricular activities. 80% of our EL students responded favorably to questions related to student-centered and real-world experiences offered at Columbia Elementary, which matches our general population's score according to our Fall Climate and Culture Survey.

Student Groups

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

English Learner (EL):

Hispanic (HI):

We will provide family engagement, materials and supplies, translator contracts, and babysitters for parent meetings.

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

Hispanic (HI):

English Learner (EL):

We will provide funds for mileage for home visits, substitutes for IEP/SST meetings with families, incentives for students and families, professional development, parent involvement meetings/events, and Generation Changers mentors for student SEL support. We will also provide additional ELPAC assessors to help students through the assessment.

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

Hispanic (HI):

English Learner (EL):

We will provide quarterly assemblies to celebrate attendance, achievement, and character. We will also have weekly class celebrations for attendance. We will hand out raffle tickets to kids showing positive character traits and then have a raffle for prizes on Friday. We will provide campus events to have families be involved with their students. We will invite parents on campus for involvement in SSC/ELAC and CASC to give them voice at our site. We will have daily lessons in each classroom using the Positivity Project curriculum.

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☐

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

MTSS team providing targeted supports when necessary.

Classroom walks focused on Positivity Project.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Climate Culture Survey will measure growth for students in the areas of student wellness and social emotional learning by 2 points.

Atlas Level 1,2,3 misbehavior entries for students will decrease by 2 %.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Climate Culture Surveys will measure growth for students in the areas of student wellness and social emotional learning by 5 points.

Atlas Level 1, 2 and 3 misbehavior enteries for students will decrease by 5%.

2025-2026 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	Title 1 Basic	Instruction	Bks & Ref			Positivity Project subscription G2/A1 and G3/A1	4,550.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage reimbursement for HSL home visits SPSA:G3/A1	650.00

\$5,200.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	97.3 %	87.3 %	2024-2025	91.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Staff participation in the Fall Climate and Culture Survey showed a slight decrease from 96 to 87 in the organizational culture from last Fall.

There is a need for increase of teacher voice in PD development.

There is a need for increase of teacher voice in SSC and Community School Advisory Committee.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Teachers need more opportunities to be involved in the planning of events, assemblies and schoolwide incentive programs.

Our site needs more opportunities to embrace value of different race, ethnicities and cultures.

Our staff needs more schoolwide events to build camaraderie and community.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.

We will continue to leverage leadership decisions utilizing our ILT, SSC and Community Advisory Committee to identify areas where growth can occur.

We will provide weekly updates sent to the entire staff by the VP to keep staff connected.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increased recruitment and retention of diverse staff

Fully Implemented

The action was fully implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increased recruitment and retention of diverse staff

Partially Effective

The action was implemented yet there was a slight decrease of favorable responses in the area of organizational culture.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

There will be money set aside for more schoolwide events, assemblies and incentive programs that teachers can be a part of.
We will celebrate Black History Month and other cultures to embrace the value of different race, ethnicities and cultures.
There will be more opportunities for staff to build comaraderie and community through events on campus.

Section D: 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.

SSC:

- Make sure everyone's voice is heard
- Making sure we keep the culture of our staff as a family by being able to lean on each other in safety and not holding judgement

ELAC:

- Substitutes for teacher training planning and professional development
- Help ELAC members take the Climate and Culture survey
- Provide ELAC members the opportunity to give input for the

Staff:

- Supplemental contracts for staff wanting to decorate for on campus events and school wide family engagement
- Comp hours for teachers helping in sitewide events
- Opportunities to learn in our content areas

- Staff meetings in which teacher feedback is heard

SPSA and Family Engagement.

Action 1 :

Increased recruitment and retention of diverse staff

Action Details:

Columbia Elementary will provide high-quality professional learning to all staff to build their capacity, empower them, and promote higher teacher efficacy. Various support resources will be provided to assist staff and to increase retention. At the same time, we will increase our efforts to provide opportunities for staff to engage in schoolwide activities and events to promote a sense of community and belonging.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Provide professional learning in: SBAC Claims and Targets, Interim Assessments, Foundational Skills, English Language Arts Practices, Writing, Mathematical Practices, Restorative Practices, and Social Emotional Learning.

Services to facilitate professional learning opportunities including but not limited to speakers, travel expenses, conference fees, etc.

All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.

All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through the support of the Academic Coach, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Purchase of, and continued use of the Positivity Project

Mentors to support students in the classroom and on campus throughout the day

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC and iReady.

Student Groups

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

English Learner (EL):

Professional opportunities, such as Designated ELD lessons will help teachers build their capacity to differentiate instruction.

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

English Learner (EL):

Outside ELPAC assessors will be hired to help with ELPAC testing.

Paraprofessionals to support with ELPAC practice and tutoring.

Professional development for culturally proficient instruction and support.

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

English Learner (EL):

Professional opportunities for paraprofessionals and tutors supporting Tier 2 and Tier 3 students focused on iReady, NextGen Math, ELPAC practice and SBAC practice.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will measure the effectiveness of professional development around Foundational Skills during the first semester. Outcomes measured with iReady 1 and iReady2 Diagnostic administrations. There will be a 3% increase of students who meet 40% or above stretch growth. Outcomes monitored by Principal, VP, TSA, academic coach and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase from the Fall Climate & Culture survey to the Spring survey. Outcomes measured by staff participation. There will be an increase of 3 1/2% favorable. Outcomes measured by Principal, VP and TSA.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will see an increase in the Fall Climate & Culture family survey from last year to this year. Outcomes measured by staff participation. There will be an increase of 3 1/2% favorable. Outcomes monitored by Principal, VP and TSA.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	92 %	95 %	2024-2025	2.8 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We want to continue our work in getting parents to attend events on campus and come to meetings to support their student's achievement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all parents have phones/technology to communicate with the school.
- Not all parents have transportation to make it to events and assemblies and performances.
- Not all parents feel comfortable coming to the school campus.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Put up posters and make phone calls to parents without technology to communicate with them.
- Bus tokens can be provided for those without transportation so that they can attend schoolwide events and assemblies and performances.
- Increase positive contacts home.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Inclusive Opportunities for Family Engagement

Fully Implemented

The action was fully implemented. While we still do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Inclusive Opportunities for Family Engagement

Effective

The Fall Climate & Culture family survey shows parents do feel engaged. We have multiple opportunities for parents to be engaged on campus, however, participation can still be better. We want to increase the opportunities for our families next year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. We will provide training to our HSL and Office Assistant in strategies on parent outreach.

Section D: 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.

SSC:

- Parent meetings
- Positive phone calls home
- Train office on customer service
- Connect with students with excess absences

ELAC:

- Parent meetings
- Positive phone calls home
- Train office on Customer Service
- Connect with students with excess absences

Staff:

- Tangible giveaways/raffles such as food or clothing
- Events with parents such as breakfasts, paint nights or parties
- Increase communication with parents through contact on parent square

Action 1 :

Increase Inclusive Opportunities for Family Engagement

Action Details:

Columbia Elementary will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision making process that promotes academic progress and culturally inclusive practices.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Academics: Parent/Teacher conferences, SSTs, IEPs, Parent Meetings (parent engagement), parent learning opportunities (parent university), open house
- 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
- Literacy Night in both Fall and Spring
- Materials and supplies to promote family engagement including books, technology, food services, incentives
- Opportunities for parents to join School Site Council and/or ELAC
- Efforts to coordinate family volunteers by the Community Schools Coordinator

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

English Learner (EL):

We will add more translation services to help communicate with our EL families. We will also provide babysitting for ELAC parent meetings.

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

English Learner (EL):

?We plan to use some funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.

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

English Learner (EL):

- Ensure monthly SST meetings to address the needs of our EL students.
- Ensure consistent communication with all parents.
- Increasing opportunities for parent engagement during and after school hours.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase in attendance at the Title I Parent Meeting/Back to School Night, Literacy Night and at Parent Conferences. Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year. Outcomes monitored by Principal, VP and TSA	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase from the Fall Climate & Culture survey to the Spring survey. Outcomes measured by family engagement domain. There will be an increase in 2% favorable. Outcomes monitored by Principal, VP and TSA	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will see an increase in the Fall Climate & Culture family survey from last year to this year. Outcomes measured by family engagement domain. There will be an increase of 2% favorable. Outcomes measured by Principal, VP and TSA

2025-2026 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			Parent Involvement **No food or incentives**	7,776.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			For translating at meetings as needed G5 A1	864.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting for parents attending meetings G5 A1	864.00

\$9,504.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0095 Columbia Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contract for Valdez/Kopacz Write Tools Support **No IEPs, 504s**	6,131.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies G1A1 **No food or incentives**	16,285.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Generation Changers: For intensive mentoring services G1A1-A2	25,050.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5000	RU 4/25/25 adding .25 FTE to Unit 4129 Mark Vargas, ID 1006133 to be split 0.50 FTE 7090 / 0.25 FTE 4129 / 0.25 FTE 7399 Duties include: MTSS including providing supports to students through TST, SST and Social Worker	90,915.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies: instructional items, paper (copy, construction, etc.) laminating supplies, poster maker, materials, PO for materials/supplies, warehouse orders, apparel, banners G1/A1-A3, G3/A1-A2. Items: student awards, student of the month, cougar polos and t-shirts, PAWS posters and banners, metals for rallies, poster machine supplies, Office Depot, warehouse orders including copy paper, miscellaneous POs	30,403.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease, maintenance and repairs G1/A1-A3	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for posters, banners, printing, etc G1A1	500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.6400	Fulltime Social Worker to work with individual students, groups of students, teachers on Tier 1/2 strategies and responses. Also, working with families to connect them with resources for a variety of needs such as counseling, financial needs, work with medical supports, etc.	97,316.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies	15,995.00
G1A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.3600	Fulltime Social Worker to work with individual students, groups of students, teachers on Tier 1/2 strategies and responses. Also, working with families to connect them with resources for a variety of needs such as counseling, financial needs, work with medical supports, etc.	54,741.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex/Frax math subscription G1/A2	3,596.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Next Gen Math online assessment G1A2	12,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	17,164.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Quarterly assemblies and experiences to expand student exposure to real world learning and opportunities G2A1	4,852.00
G3A1	Title 1 Basic	Instruction	Bks & Ref			Positivity Project subscription G2/A1 and G3/A1	4,550.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage reimbursement for HSL home visits SPSA:G3/A1	650.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement **No food or incentives**	7,776.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			For translating at meetings as needed G5 A1	864.00
G5A1		Parent Participation	Oth Cls-Supp				864.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,038.00
Sup & Conc	7090	\$238,986.00
LCFF: EL	7091	\$89,628.00
Grand Total		\$404,652.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$385,096.00
G2 - Expand student-centered and real-world learning experiences	\$4,852.00
G3 - Increase student engagement in their school and community	\$5,200.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$9,504.00
Grand Total	\$404,652.00