

School Plan for Student Achievement



A Resource for the School Site Council

Part II: The School Plan for Student Achievement

School: Columbia Middle School

District: Adelanto School District

County-District School (CDS) Code: 36-67892-007

Principal: Richard C. Upshaw

Effective date of this revision: 3/12/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Educator* Statutes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all programs for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Planned Improvements in Student Performance

The Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the current program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has established the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Conditions of Learning: All students are provided appropriately assigned and credentialed teachers, teachers and students are provided standards aligned materials in all content areas leading to high school readiness by grade 8, students will have access to digital technology, and school facilities will be in good repair.

GOAL #1: By 10/01/2018, CMS will be evaluated by SBCSS during its annual Williams Settlement review and identify any deficiencies in regards to core curriculum accessibility for students and identify and correct site facilities deficiencies. For the 2018/2019 school year, we are in the process of adding, upgrading and replacing technology. All students will have access to learning technology (i.e Chromebooks) and will engage in lessons which are delivered through 21st Century Learning Strategies and AVID Strategies, which include Writing, Inquiry, Collaboration, Organization and reading (WICOR), complemented by digital technology. All teachers will be provided professional development in these areas.

<p>What data did you use to form this goal? school wide Credentialed Staff Textbook Sufficiency Form progress monitoring Certification Data Technology Inventory Facilities Inventory</p>	<p>What were the findings from the analysis of this data? Through our participation in annual Williams Act Visitation, All students were found to 100% accessibility to core academic instructional materials. All site facility deficiencies were corrected with 100% accuracy.</p> <p>Prior to the start of of the 2018/2019 school year 75% of teachers had attended an AVID summer institute At the end of the 2017/2018 school year 100% of classrooms had 1 to 1 chromebook</p>	<p>How will the school evaluate the progress of this goal? All new or returning students will have a set of core curriculum textbooks at the time of enrollment. All site facility deficiencies have been identified and corrected with 100% accuracy. Facility site needs will be addressed immediately with a work order or immediate reconciliation.</p> <p>Where can a budget plan of the projected expenditures for this goal be found? Focus, Title 1,2 3 and 4, Discretionary Fund, Lottery</p>
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2018/2019: During the 2018/2019, staff will identify and rectify or submit a work order to rectify any campus facility deficiencies. Staff will ensure 100% accuracy in providing access to core curriculum to each enrolled student

Action/Date	Person(s) Responsible	Task	Cost and Funding
2018	Administrator, Human Resources, Facility/Maint Depart/ SBCSS	Conduct Williams Review with SBCSS- FIT Report	General Fund, Title 1
2018 2018 18	Administration, Teachers. Librarian, classified staff	Staff will survey monthly to monitor to ensure all students have access to core curriculum textbooks Staff will identify facility deficiencies and rectify immediately with work order or corrective action	GF, Title 1,2,3, 4

2018/2019: During the 2018/2019 school year, students will be taught by fully credentialed teachers who are assigned appropriate to their credentialed specifications. Teachers will engage in meaningful professional development which will be in alignment with college and career readiness. Columbia will update technology, specifically updated Chromebooks and Chrome carts to a one to one ratio of Chromebooks to student in all academic core classes.

Action/Date	Person(s) Responsible	Task	Cost and Funding
2019	Site Administrator, District Tech Department	Set aside site funds to purchase and update existing technology schoolwide	General Fund, Title 1, Focus, Discretionary
and purchase hardware are, i.e computers, projectors as needed to support LA/Math curriculum determined by IT	Principal, Admin, teachers, IT	August 2018-June 2019 Inventory ordered and installed by IT. upgrade laptops, hardware/software to support 1 to 1 ratio of technology to student. We are adding, upgrading and replacing technology. Department recommendation based upon inventory and the District's technology plan and replace outdated chromebooks and carts.e	20000 Title 1

Pupil Outcomes: Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

GOAL #2: For the 2018-2019 school year the proficiency level for all students (sub groups) in the ELA CAASPP categories that did not meet or exceed will increase by 5% or more. (i.e. from 13% to at least 18%).

For the 2018-2019 school year the proficiency level for all students (sub groups) in the MATH CAASPP categories in of Met or Exceeded will increase by 5% or more. (i.e. from 3% to at least 8%).

<p>What data did you use to form this goal? School site teachers/Admin used: Math/ELA Screening reports CFA Benchmark 2018 CAASPP Results</p>	<p>What were the findings from the analysis of this data? CAASPP Report All students, including Students with Disabilities, English Language Learners, Socioeconomically Disadvantaged, Black, Hispanic and White failed to make significant gains in last years CAASPP.</p>	<p>How will the school evaluate the progress of this goal? Ongoing progression of Assessments in each grade and subject.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Goal 2, Focus, Title 1,2 and Discretionary, Lottery</p>
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<p>What data did you use to form this goal?</p> <p>Performance on Math assessment increased in Spring</p>	<p>What data did you use to form this goal?</p> <p>29% of 7th graders were On Watch or At/Above Benchmark 27.5% of 8th graders were On Watch or At/Above Benchmark Plan and implement uniform strategies and interventions for targeted students identified at strategic and intensive levels in reading & mathematics with the use of grade level MTSS</p>	<p>How will the school evaluate the progress of this goal?</p> <p>By regularly administering STAR Math throughout the year and monitoring the CFA data conducted per quarter</p>	<p>Where can the budget of the proposed expenditures for this goal be found?</p> <p>Goal 2 of the SPSA Tool (Form F)</p>
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	<p>teachers. Grade level teams will discuss data in their PLCs. Implementation determined by lesson plans, increased student achievement as determined by uniform assessments. Use of a systematic approach for targeting students' instruction/interventions in mathematics by using Ren-Learn and EADMS data.</p>		
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2018/2019 : students identified on STAR Reading/Math Assessments as either “intervention” or “Urgent” will receive tiered support during the instructional day.

Date	Person(s) Responsible	Task	Cost and Funding Source
<p>and 5/1/2019</p> <p>throughout the year</p>	<p>Administrators, teachers, counselors</p>	<p>Screen all students using STAR Math and Reading tests, complete district provide common assessments Purchase materials that support Mathematics, ELA, science and Social Science and Writing Provide SST meetings for students requiring additional support Provide after school tutoring</p>	<p>General Fund, Title I Discretionary</p>
<p>throughout the year</p>	<p>Administrators, teachers, counselors</p>	<p>Provide before and after school tutoring Provide Professional Development in accessing performance reports Data chats Base MTSS groups on STAR MATH/ELA results. Students in the lower 25th percentile are assigned an MTSS class.</p>	<p>General Fund, Title I Discretionary, Goal</p>

Based on the STAR beginning of the year Screening Report in reading for 6-8, proficient out of 656 students tested are 60 or 9%

This means that approximately 14% of the students will need to be proficient by the end of the school year.

CAASPP ELA data for 6-8 grade.

- Total Students Met or Exceeded 12.57%
- Total students nearly met 25.6%
- Total students not met 62%
- Total Students tested 723

Based on the CAASPP ELA 2017-2018 results for 6-8, proficient out of 723 students tested are 93 or 12.5%

This means that approximately 130 of the students will need to be proficient by the end of the school year to show the 5% growth target.

This means that more than half of the students are not ready for the next grade and will not be college and career ready by the time they graduate high school (based on 6th through 8th grade CCSS standards assessed).

In order to meet the goals for ELA set in our district wide strategic plan we will need to move at least 31 students from the Standard Not

Met/Nearly Met Category into the Met or Exceeded Category

Based on the STAR beginning of the year Screening Report in Math for 6-8, proficient out of 656 students tested are 98 or 15%

This means that approximately 19% of the students will need to be proficient by the end of the school year. CAASPP Math data for 6-8 grade.

- Total Students Met or Exceeded 3.3%
- Total students nearly met 15.6%
- Total students not met 81.1%
- Total Students tested 723

Based on the CAASPP Math 2017-2018 results for 6-8, proficient out of 723 students tested are 24 or 3.3% This means that approximately 82 of the students will need to be proficient by the end of the school year to show the 5% growth target.

CAASPP scores in subgroups will increase by 5%: Special Education ELA 6.3% and Math 6.3%, SED ELA 14.8% and Math 6.5%, EL ELA 6.1% and Math 6.1%, Ethnicity-African-American ELA 12.9% and Math 7.6%, Ethnicity-Hispanic ELA 15.6% and 7.9% to support a 5% growth.

This means that more than half of the students are not ready for the next grade and will not be college and career ready by the time they graduate high school (based on 6th through 8th grade CCSS standards assessed).

This means that approximately 21% of the students will need to be proficient by the end of the school year.

Strategy: During the 2018-19 school year, students identified as ELD will receive tiered support throughout the year.

Date	Person (s) Responsible	Task	Cost and Funding
8	Administrator, EL coordinator, EL teacher, Counselor	Identify students at CELDT levels 1 and 2 and schedule into ELA A Elective Identify students at CELDT levels 3 schedule into ELA B Elective Identify students at CELDT levels 4 schedule into ELA C Elective Identify students at CELDT levels 5 schedule into regular elective, and notify ELL coordinator and EL Teacher for monitoring	General Fund, 3, 4. Focus, D
Throughout the year	Administration, Staff, District Coordinators of curriculum, EL Teachers, Coordinator	Series report identified 95 LTEL Learners. Professional development will be provided for EL teachers, EL coordinators and staff in EL pedagogy and reclassification procedures.	Title 1

Strategy: During the 2018/2019 school year, Professional development for teachers will be provided in the schoolwide use of AVID during the instructional day.

Date	Person (s) Responsible	Task	Cost and Funding Source
Tuesday Professional Development	Administrators, AVID Teachers, Counselors District Coordinators of Curriculum	Provide ongoing Staff Professional development in the schoolwide use of AVID strategies with full implementation of Schoolwide AVID strategies and full certification by The AVID organization. Maintain two full AVID Elective courses for each grades 6-8, for a minimum enrollment of 180 students	General Fund, Title 1 Focus, Discretionary

<p>t AVID y for 6-8 Teachers. VID Strategies to</p>	<p>Administrators, AVID Teachers, Counselors District Coordinators of Curriculum, AVID Tutors</p>	<p>August 2018-June 2019 Teachers attend various AVID workshops including Summer Institute and Path Training.Registration fees, including hotel, food, mileage</p> <p>Work as a staff to identify three strategies that will be implemented school wide and create a plan to evaluate its impact on raising student performance</p> <p>Hire and train AVID Tutors maintain appropriate ratio</p> <p>August 2018-June 2019 train teachers in AVID strategies for AVID Secondary through workshops weekly taught by AVID leadership team site and District AVID team Monitor fidelity of schoolwide AVID essentials using self study tool provided by AVID</p>	<p>20000 FOCUS Mon</p> <p>15000 Discretionar</p>
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GOAL: During the 2018/2019 school year, Columbia Middle School will establish Career Technical Education like classes, and provide students for college and career pathways. Counselors and teachers will be provided professional development to ensure effective CTE like courses.

Objective	Person(s) Responsible	Task	Cost and Funding Source
	<p>Administrators, Teachers, Counselors, District Coordinators of Curriculum</p>	<p>Provide all students with electives opportunities that are CTE like in areas of coding, family consumer,web design, and Google class. Enrollment in our CTE courses includes 129 student (subgroups: Ethnicity-African American=38.7%,Hispanic=45.7% White .09%,Other=.06%, Special Education=20.1%, EL=.06%). Provide professional development for teachers and counselors in CTE like instruction. Purchase necessary start up equipment for CTE courses</p>	<p>General Fund,Title Focus, Discretionar</p> <p>5000 in one time st provided by Distric</p>

		Counselor Professional Development	
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GOAL: During 2018-2019, the school will continue to implement a school-wide ELA & Mathematics multi-tiered system of supports to meet the academic needs of all students/subgroups as measured by Common Formative Assessments, District Math Benchmark Assessments, and Renaissance Progress Monitoring Reports. Raise ELA and math proficiency by 5% - expand science NGSS and social studies standards implementation.

Objective	Person(s) Responsible	Task	Cost and Funding Source
<p>2018-2019</p> <p>2018-2019</p> <p>2019</p> <p>2019</p>	Administrators, Teachers, Counselors, District Coordinators of curriculum.	<p>Test all students with AESD CFA Math/ ELA periodically following AESD evaluation calendar</p> <p>Provide professional development for teachers in topics such as mathematics, Language Arts, History and Science and in Writing Strategies</p> <p>ELA teachers will receive training in ERWC strategies as both of a site lead Professional Development as well as District provided ERWC training</p>	General Fund, Title I, Focus, Discretionary
<p>Monitor the math levels of students on STAR Math, collect benchmark and formative information in order to deliver a multi-tiered system of supports (MTSS) for all students using the Go Math curriculum along with recommended</p>	Site Adm.& AAIAC, Lexia Learning & STAR Champions, Grade Level PLCs, Classroom Teachers	<p>By Sept. 30th, 2018</p> <p>Collect and analyze district and school-level summative and formative Math Data; identify all students through the process of Math instruction needing intervention, enrichment and/or specific CCSS mathematical needs.</p> <p>End of Each New MTSS Cycle 2018/2019</p> <p>in teacher PLCs, develop specific criteria for identifying, selecting, implementing, monitoring, and</p>	

<p>on materials to individual</p>		<p>evaluating research-based math intervention programs that are designed to meet individual mathematical needs of all students, measure growth, and accelerate numeracy skills. Further discuss the use of Khan Academy and Go Math online resources on Think Central to include hands on math manipulatives. CMS will also adopt the use of Khan Academy as an additional MTSS resource Math teachers will required to attend ORIGO Professional development-</p>	
<p>Reading levels on STAR district and utilize this in planning and a multi-tiered support (MTSS) students using the Wonders with AESD intervention to target the</p>	<p>Site Adm.& AAIAC, Lexia Learning & STAR Champions, Grade Level PLCs, Classroom Teachers</p>	<p>By Sept. 30th, 2018 Collect and analyze district and school-level summative and formative ELA Data; identify all students through the process of ELA instruction needing intervention, enrichment and/or specific CCSS ELA needs.</p> <p>End of Each New MTSS Cycle 2018/2019 in teacher PLCs, develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based writing intervention programs that are designed to meet individual needs of all students, measure growth, and accelerate numeracy skills. In order to ensure a holistic, balanced ELA program, writing continues to be our school wide focus to include staff development with the use of Thinking Maps and EWRC Strategy. Introduce and implement district wide ACE strategies</p>	
<p>CAST results</p>		<p>Participate in the NGSS state assessment, provide staff development in the Next Generation Science Standards, and participate in the district wide science fair. Continue to monitor Science CFA</p>	
<p>udies</p>		<p>Expand framework training and alignment of instruction as provided by district committee. Continue to monitor DBQ project implementation and assessment</p>	

GOAL #2: During the 2018/2019 school year, administration will hold Data chats, with each teacher to ensure that instruction is focused on student specific performance, and meeting of the grade level priority standards

Date	Person(s) Responsible	Task	Cost and Funding Source
2018	Administrators, Teachers, Counselors	Weekly: Each grade level will monitor and analyze student performance data, analyze and set student growth targets, and modify lesson plans according to pacing guides.	General Fund, Title I Focus, Discretionary
		Monthly: Continue cycle of inquiry with all math staff: monitor program implementation and analyze student data at the end of each grade marking period.	
		Quarterly and Annually: Monitor and evaluate math & reading intervention program goals and objectives; determine if goals and objectives are being met.	

Engagement: Increase student engagement by providing a safe school environment which fosters increased communication with the school, encourages parent and community involvement, and focuses on improving the school climate for all students. Decrease suspension rates by 5% and increase attendance to over 98%

GOAL #3: School suspensions will decrease by 5% by the end of the 2nd semester of 2018-2019 School Year by using social skills and Behavior Supports.

The support students are given by increasing parent involvement and engagement by 10% as measured by Board approved surveys, sign-in sheets, and surveys.

What data did you use to form this goal?

Attendance Rates
 Referral Rates
 Mountain Children's Center Referral Rates
 Participation of SST Meetings
 Check Out Logs
 Expectations for Locations

What were the findings from the analysis of this data?

As we look at SWIS and CICO data, we find that many students identified as at risk also tend to make poor choices and result in classroom referrals. By adhering to the established PEI and providing proactive strategies that will help avoid consequences, we can decrease in student office referrals. We need to strengthen

ial Skills Lesson

GY: Monitor monthly data to review attendance and suspension rates, contact and follow up with absent students/parents

Action/Date	Person(s) Responsible	Task	Cost and Funding
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<p>review</p>	<p>Administration, Counselors, Attendance clerk, CWA Department, PBIS team, District Admin, Professional Trainers</p>	<p>2017/2018 attendance data showed that 27% of all students who attended for more than 31 days were identified as having absence of 10% or more.</p> <p>18 Weekly awards for students, Teachers are mandated to submit one student per week for positive postcard and one student per week for positive postcard Monthly perfect attendance award Viper Council/Restorative Circles/probation Officer counseling for at risk students</p> <p>Trauma Informed Professional Development Equity Training</p> <p>The afterschool program is provided through Creative Brain and is a grant funded program. The District provides the grant directly to Creative Brain to operate the program and schools do not receive any money related to this program. Students are invited to submit applications in late spring and currently the program is almost at full capacity at my site. Elementary schools are awarded 83 spaces per site while K-8 and middle school are awarded 111 spaces. Homeless and Foster Youth receive priority admissions and are never denied enrollment. Creative Brain staff, site administration and district administration, collaborate closely in order to address issues related to student programming, student discipline, and parent concerns. The afterschool program serves as a resource for our community and continues to be a great support for homework, robotics, coding, and afterschool sports etc.</p>	<p>General Fund, Title Focus, Discretionary</p>
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2018-19 School Year: During the 2018-19 school year, staff will provide PBIS, Anti Bullying training to all staff and Specific Tier 1 PBIS interventions to students

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018-2019	Administrators, Teachers, Classified staff, Counselors	Aug. 2018-June 2019	General Fund, Title I Focus, Discretionary
Throughout the year		Collect and analyze school-level PBIS data to identify all students that need support.	\$3,000.00 for training substitute costs from Title I Goal 3
Throughout the year		Receive PBIS training and train other staff as needed with several dates throughout the year. Box Out Bullying School assembly, Professional Development Training Admin-Equity	.
Staff will act as a support team to support the implementation of PBIS on campus		Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating PBIS interventions and supports.	
		The Tier II team will receive further support from SELPA/DMCC	
		Online SWIS account, and technology	

2018-2019 School Year: During the 2018/2019 school year, students/staff will be trained in the use of Mindfulness, a de-escalation and calm strategies to alleviate stress in the classroom.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
2018-2018-2018-2019	Administrators, Teachers, Counselors, Mindfulness contracted staff	Provide ongoing staff development and pull out student counseling and de-escalation strategies to calm and alleviate student stress and triggers for off-task behavior.	General Fund, Title I Focus, Discretionary

GOAL 1: During the 2018/2019 school year, professional development will be provided to staff and administration in the areas of equity and trainings related to students with disabilities and special needs.

Date	Person(s) Responsible	Task	Cost and Funding Source
2019 Suspension Rates Referral Rates Maintain Children's Referral Rates Completion of SST Check Out Logs Expectations for Social Skills Lesson	Administrators, Teachers, Counselors	Create School-wide Calendar for Tier One Instruction All classrooms should provide PBIS Instruction daily and offer reinforcement to students as needed. All classrooms will show evidence of PBIS in classroom environments. Referrals will be made to outside resources as needed with the support of parents.	General Fund, Title I Focus, Discretionary
		Students in need of PBIS Tier II support will be referred to Check In/Check Out. School forms to include referrals, "Think Sheets", and CICO. Tier Three students will then have an SST scheduled/completed and fulfill any additional goals.	

GOAL 2: Increase parent community involvement opportunities offered during 2018-2019 school year

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal? By tracking parent community events offered throughout year.
The 13 Parent Community involvement opportunities offered during the 2017/2018 school year.	By increasing the amount of site meetings collaboration with parents will increase. Schedule 2018/2019 10 coffee with the Principal Meetings 10 ELAC meetings 1 Back to school night 1 Parent Orientation 1 Avid Parent Night	Where can a budget plan of the parent community expenditures for this goal be found in the SPSA Budget

	5 School Site Council meetings	
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2018-19 GY: During the 2018-19 school year, provide various parent/community events.

Month/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
September	Administration, Counselors	Provide a Parent Orientation for Columbia Families	General Fund, Title I, Goal 4. Focus, Discretionary
October 18	Administration, Teachers	Host a back to School Night for Columbia Families	General Fund, Title I, Goal 4. Focus, Discretionary
November 18	Administrator, School Site Council, EL Coordinator, EL teacher, AVID Site Team, Teachers, Counselors, District Admin.	Provide Coffee with the Principal Provide a regular monthly ELAC meeting for parents of English Language Learners Provide at least one AVID parent evening event Provide parent teacher conferences School Site Council Training	General Fund, Title I, Goal 4. Goal 3, Focus, Discretionary

Centralized Services for Planned Improvements in Student Performance

Planning actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total for each categorical program in Form B must be aligned with the Consolidated Application.

Item #: 1 & 2

Steps to be Taken to Reach This Goal (all appropriate dimensions (e.g., Teaching Learning, Staffing, and Professional Development))	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize each source)
Work with District Coordinators of Curriculum	July 2018-June 2019	50% of salary for each of 3 Coordinators	25% of salary- 106570.93	Title I Title II
Work with or add an Assistant Administrator of Instructional Improvement and Academic Coaching at 10 to 13 of the school sites	July 2018- June -2019	70% of salary for each of the 13 AAIACs	1,476604.04	Title I
Work with Site ELD Coordinators	Aug 2018- June 2019	Stipend for Teachers chosen for the position	\$60,000	Title III
Purchase of ELD instructional materials	Aug 2018- June 2019	Annual purchase of Ellevation	\$32800	Title III
Professional Development for ELD	Aug 2018- June 2019	Sub cost for Teachers and/or additional hours for beyond the contract time	\$35,000	Title III
Participate at local CABA Conference	May 2019	Sub cost for Teacher/Instructional Aides Registration for Parents and Staff	\$800 \$22,000	Title III Title III
Work with Induction Program Reflective Coaches for new Teachers	Sep 2018- June 2019	Stipend for Induction Program Reflective Coaches	\$124616.43	Title II

Item #: 4

Steps to be Taken to Reach This Goal (all appropriate dimensions (e.g., Teaching Learning, Staffing, and Professional Development))	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize each source)
Fingerprinting of District Parent Volunteers	Aug 2018- June 2019	Cost of Fingerprinting through the Department of Justice	\$13,100 (\$32.75 per person)	Title I

Center/Academies/Trainings	Sep 2018- June 2019	Cost of contracts/hourly pay for trainers & presenters	\$17,000	Title I
		Childcare	\$5,000	Title I Title I
		Translation	\$8,000	Title I
		Liaison	\$60,000	Title I

Short goals			
Project dashboard	Subgroup	Duration of action	Funding allocation
Planning for Sp Ed	Sp Ed	March 2019-June 2020	Training and subs \$4000
Workshops and after-school sessions for support with ELD	EL and LTEL students	March 2019-June 2020	\$10,000.00 to be observed every classroom
Implement Ace Writing providing training for staff in writing in every classroom.	Targeting all students in all subgroups for ELA and Math	March 2019-June 2020	\$800 for SBCSS trainer \$13000 for subs \$13000 for to support grade level ACE writing planning and calibra
Identified Teaching Practices for best first instruction	All students	August 2019 June 2020	\$20,000.00
Identify aligned best practices from Marzano research to be used in every classroom			
Facilitate data chats analyzing data and looking at	Targeting all students in ELA and Math	March 2019-June 2020	\$25000 for after school tea collaboration around data

learning plans to assess of students			
training for all staff in informed or poverty on	Targeting Chronic Absenteeism and Suspension students in red and orange:	March 2019-June 2020	\$4000 for training cost \$9000 to pay staff for after school training
chool Tutoring	Targeting all subgroups in the red, orange, or yellow in Math	March 2019-June 2020	\$13000 for IXL
ategies and best s SVM1 3 teachers + tration including summer	All Subgroups	June 2019-June 2020	\$16,000

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility options) available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

For the following options, please select the one that describes this school site:

- The school operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- The school operates a SWP but does not consolidate its funds as part of operating a SWP.
- The school operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- The school operates a SWP and consolidates all applicable funds as part of operating a SWP.

Programs	Allocation	Consolidate as SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Teacher Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$ 20000	
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$ 13944	
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$ 13650	
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	
Identify and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) School Focus FOCUS-LCAP funds	5000	
Programs	Allocation	Consolidated
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	33650	
Title I, Part A: Parental Involvement (if applicable under Section 88[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$5,348.50	

Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$ 20000		
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$	
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$	Title III funds consolidated SW
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$	
School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$	
Other federal funds (list and describe) Title II		\$	9172
Other federal funds (list and describe) Title IV		\$	14750
Other federal funds (list and describe)		\$	
Total amount of federal categorical funds allocated to this school			

Amount of state and federal categorical funds allocated to this school

Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring. Do not delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the benefit of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Support Office at 916-319-0845.

School Site Council Membership - Columbia Middle School

Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal; one parent or community member; and two teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents or community members selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current composition of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Edward C. Upshaw	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yoko Okimoto	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Prouty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Madra Taylor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Johna Rocca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Rocca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Michelle Wells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
Robert Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
John Cozart	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Forbes	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Number of members in each category	1	4	4	2	2

Recommendations and Assurances

The site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assurance of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to requirements in the Single Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check the box**):

- | | |
|---|-----------|
| Compensatory Education Advisory Committee | Signature |
| Gifted and Talented Learner Advisory Committee | Signature |
| Special Education Advisory Committee | Signature |
| Gifted and Talented Education Advisory Committee | Signature |
| District/School Liaison Team for schools in Program Improvement | Signature |
| Compensatory Education Advisory Committee | Signature |
| Departmental Advisory Committee (secondary) | Signature |
| Other committees established by the school or district (list) | Signature |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

The SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, and detailed plan to reach stated school goals to improve student academic performance.

The SPSA was adopted by the SSC at a public meeting on: 12/13/18.

and:

Principal of School

Date

f SSC Chairperson

Date _____,