School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Columbia Elementary School	19644776106421	May 14, 2024	July 17, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Columbia Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Support and Improvement
> Additional Targeted Support and Improvement
> California Literacy Grant

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Columbia Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Support and Improvement
> Additional Targeted Support and Improvement
> California Literacy Grant

Columbia Elementary School is nestled in the remote North-Eastern corner of Lancaster, California, in the Antelope Valley. We serve approximately 650 students in Transitional Kindergarten to Grade 6. Our mission mirrors the Eastside Union School District mission which is "to provide a rigorous education in a safe, inclusive environment with caring, passionate professionals who prepare students to reach their highest potential." We know that to do this well, we must develop the best teachers, staff, and students. To this end, we develop adult-centered professional learning and student-centered instructional programs and supports that focus on ensuring all students have access to an equitable and humanizing educational experience. Just as our District, we are also guided by the core values of collaboration and teamwork; respect and trust; and equity. Working with stakeholders, such as our classified and certificated staff, parent advisory committees, parents, and community partners, enables us to best meet the needs of our diverse student population.

School Plan for Student Achievement will include comprehensive needs assessments with analysis of verifiable state and local data, consistent with state priorities, as well as the process for evaluating and monitoring the implementation of the school plan and progress towards accomplishing district and school goals. The school plan will address stakeholder involvement, goals to improve student outcomes, evidence-based strategies, actions, and services, as well as proposed expenditures.

Educational Partner Involvement

How, when, and with whom did Columbia Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Columbia Elementary is deeply committed to working closely with parents, guardians, community members, and staff because we understand substantial, long term change will only happen if everyone connected with our school and district is participating in finding solutions to our challenges and supporting programs that work. To this end we engaged in a robust, multi-faceted process to ensure we heard from our community in the development of this School Plan for Student Achievement. Columbia makes it a priority to include all stakeholders with decision making. The School Site Council (SSC) meets every month to review the effectiveness of the SPSA. These meetings are public meetings where stakeholders are welcomed. Annually, the SSC reviews and updates the SPSA based on collected data. The information is also shared with other stakeholders during annual Title 1 meetings held on various days and various times in order to engage more stakeholders. Columbia's English Language Advisory Committee (ELAC) is also involved in the decision making process. The ELAC is informed regarding the SPSA and their recommendations in regards to EL population are taken into account when completing the SPSA. 2023/2024 School Site Council meetings in January, February, March and April were utilized as a study session to review the current SPSA and update.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

When considering resource inequities we looked at time, people, and funding. In each of these categories we considered whether or not these resources are allocated equitably across the district. Instructional time at each school site is developed to meet CA Education Code 46100 and EUSD Board 6112 and Administrative Regulation 6112 and all elementary schools have the same number of instructional minutes. Our certificated staffing ratios for classrooms are determined through our Collective Bargaining Agreement for all TK – grade 8 classrooms and are maintained equitably.

Classified staff is determined on an overall enrollment formula (for campus safety supervisors) or as identified in a student's IEP (special education instructional aides), and all school offices are staffed with an office manager, an attendance clerk, and a parent liaison. There is one district nurse and one site LVN, per school site, supports schools based on medical needs of students on each campus. LCFF Budgets are developed through a per-pupil allocation based on enrollment and is equal for all elementary campuses. Title I budgets are determined through the Consolidated Application. However, there are currently six open positions in a variety of grades requiring additional supports for new hires. Additionally, two out of six campus supervisors have had forma training in Playworks Structured Play. Because of this analysis, it was determined that current training of all staff create has created resource inequities at Columbia Elementary.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Columbia Elementary School data shows that chronic absenteeism is in the "Orange, " and Mathematics, English Language Arts, and suspension rate are in the "Red." It is the goal of Columbia Elementary School to move one color band closer to "Green" in all areas of need by the end of the 24-25 school year.

A school site attendance team was formed to address chronic absenteeism. An attendance plan was created for the school year driven by schoolwide data. Through data analysis, the team began to identify the extent of the problem. Trends and high risk groups were identified to understand the root causes of absenteeism. Early interventions were prompt with targeted support and resources to address underlying issues. Most importantly, establishing a positive school culture was essential to foster a supportive and inclusive school environment where students feel safe, valued, and connected. This was accomplished by the creation of Jr. Leadership Teams where students become invested in the day-to-day events within the school. After school activities were utilized to increase attendance rates by having students sign a contract committing to daily attendance expectations. Additionally, monthly awards assemblies incentivized perfect attendance through public recognition and rewards. Parent workshops were held to help parents see the connection between student attendance and academic success as well as identify needs and possible supports.

At Columbia Elementary School, we have adopted a new, more rigorous curriculum for our students in English Language Arts and Mathematics. Both curriculum are directly aligned to the Common Core State Standards. The English Language Arts is rooted in the science of reading. We are fostering a culture of reading by providing access to a variety of texts at different reading levels and are encouraging students to read both fiction and non-fiction materials. Additionally, we have designated universal access time in both English Language Arts and Mathematics daily utilizing the SIPPs program and the Do the Math program to build foundational skills for all. After school tutoring is also utilized with students receiving services based on ongoing data collection of the universal access programs as well as needs identified by classroom teachers during core curriculum. Monthly awards assemblies were held to honor and encourage growth in all students. Teachers are provided ongoing professional development in grade level settings with outside consultants to build teacher capacity in both English Language Arts and Mathematics. Furthermore, teachers receive professional development in the district's benchmark system, i-Ready, allowing teachers to see how to utilize the data to tailor instruction during core lessons as well as identify students in need of additional supports, such as small group instruction and after school tutoring. Student Success Teams were formed to create Response to Intervention plans for students with not responding to Tier 1 and 2 level interventions. Data conferences were scheduled for three targeted times during the school year. During these sessions, teachers and parents partnered together and dove into specified learning standards and how parents can support students at home. The site Parent Liaison also held parent meetings to discuss local and state assessment results with parents as well as provide ideas on how to support students at home. Lastly, Columbia Elementary School utilized funds from the California Literacy Grant to provide additional support staff in the area of English Language Arts.

Reducing suspension rates at Columbia Elementary School required a multifaceted approach that addressed the root causes of behavior issues while promoting positive alternative actions. Replacing punitive measures with restorative justice practices that focus on repairing harm, building relationships, and fostering accountability is a priority. SEL was integrated into the curriculum to teach our students skills such as self-awareness, self-regulation, empathy, and conflict

resolution. The site counselor supported student development in positive social skills by holding whole class lessons, small group sessions, and one-on-one sessions as identified by discipline and assertive discipline data. Student Success Teams were formed to create Response to Intervention plans for students with chronic discipline concerns. In addition, Columbia Elementary School promoted Positive Behavior Interventions and Supports (PBIS). Incentive programs during unstructured times, PBIS framework directly taught to students to ensure clear communication of behavioral expectations, and student access to the STARS Store were all put in place to promote positive decision making amongst students. Playworks, structured play, was implemented with fidelity from grades TK-6 during recesses. Jr. Leadership Teams were created to provide mentoring opportunities amongst peers as well as create a sense of ownership and school pride. After school activities were offered to promote positive behaviors inside and out of the activities in conjunction with participation in the given programs.Parents were asked to volunteer on campus and invest in the students, in return, creating positive adult role models from the community for students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

At Columbia Elementary School, all Kindergarten through sixth grade students take the i-Ready Benchmark Assessments. Students take one in the beginning of the school year, one in the middle of the school year, and another one at the end of the school year. The results of the benchmark are reviewed by teachers wherein instructional and intervention decisions are made. Parents also receive the results with resources to assist their students' learning at home. Parent input is gathered through needs assessments in durin ELAC, Coffee and Conversations, as well as School Site Council meetings. Teacher, Parent, and Student input is also gathered through district assigned Panorama Survey. Daily formative assessments found within the curriculum assist teachers with improving instruction and providing "real time" feedback to students. Intervention time is provided during the school day. Groups are based on the programs' formative assessments; students receive additional help in English Language Arts and Mathematics by utilizing SIPPs and Do the Math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Columbia Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.32%	0.62%	0.59%	2	4	4
African American	21.06%	21.77%	25.22%	131	140	171
Asian	%	0%	%		0	
Filipino	0.64%	0.31%	0.15%	4	2	1
Hispanic/Latino	68.49%	68.12%	65.19%	426	438	442
Pacific Islander	%	0.16%	0.15%		1	1
White	5.63%	5.60%	4.87%	35	36	33
Multiple/No Response	3.86%	3.42%	3.69%	24	22	25
			Total Enrollment	622	644	678

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	87	70	75
Grade 1	77	80	81
Grade 2	84	84	78
Grade3	89	94	95
Grade 4	92	92	105
Grade 5	83	106	100
Grade 6	110	90	109
Total Enrollment	622	643	678

Conclusions based on this data:

1. Columbia has a high number of students that belong to the Hispanic/Latino population. This sub group makes up about 66% of our total student population.

2. School enrollment is a priority at Columbia and we ensure that each grade level and and each classroom has a highly qualified certificated staff member.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	141	146	142	21.10%	22.7%	20.9%
Fluent English Proficient (FEP)	43	44	40	6.90%	6.9%	5.9%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Columbia was able to reclassify 44 of our ELD students.

2. English Language Development has been a high priority at Columbia. Integrated ELD instruction will be utilized at all grade levels in order to support CES ELD students.

3. A designated EL time will be utilized daily in order to support CES ELD students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	98	97	0	97	92	0	97	92	0.0	99.0	94.8
Grade 4	89	91	97	0	89	94	0	89	94	0.0	97.8	96.9
Grade 5	110	84	109	0	82	106	0	82	106	0.0	97.6	97.2
Grade 6	102	116	88	0	112	86	0	112	86	0.0	96.6	97.7
All Grades	393	389	391	0	380	378	0	380	378	0.0	97.7	96.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.	2334.		11.34	6.52		8.25	13.04		22.68	19.57		57.73	60.87
Grade 4		2380.	2373.		4.49	8.51		8.99	11.70		17.98	14.89		68.54	64.89
Grade 5		2429.	2423.		6.10	3.77		18.29	16.98		19.51	18.87		56.10	60.38
Grade 6		2468.	2441.		13.39	4.65		16.96	13.95		19.64	22.09		50.00	59.30
All Grades	N/A	N/A	N/A		9.21	5.82		13.16	14.02		20.00	18.78		57.63	61.38

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		8.25	4.35		46.39	50.00		45.36	45.65
Grade 4		5.62	6.38		55.06	50.00		39.33	43.62
Grade 5		8.54	2.83		57.32	61.32		34.15	35.85
Grade 6		10.71	6.98		50.89	41.86		38.39	51.16
All Grades		8.42	5.03		52.11	51.32		39.47	43.65

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Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		8.33	6.52		39.58	34.78		52.08	58.70
Grade 4		4.55	6.45		35.23	40.86		60.23	52.69
Grade 5		6.10	6.60		39.02	43.40		54.88	50.00
Grade 6		12.50	2.33		35.71	34.88		51.79	62.79
All Grades		8.20	5.57		37.30	38.73		54.50	55.70

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Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.09	5.43		73.20	68.48		23.71	26.09
Grade 4		3.37	9.68		67.42	54.84		29.21	35.48
Grade 5		4.88	6.60		74.39	59.43		20.73	33.96
Grade 6		12.50	4.65		58.93	67.44		28.57	27.91
All Grades		6.32	6.63		67.89	62.33		25.79	31.03

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		9.28	5.43		50.52	47.83		40.21	46.74
Grade 4		7.87	3.23		53.93	58.06		38.20	38.71
Grade 5		2.44	5.66		59.76	51.89		37.80	42.45
Grade 6		10.71	4.65		58.93	55.81		30.36	39.53
All Grades		7.89	4.77		55.79	53.32		36.32	41.91

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Conclusions based on this data:

1. Given our current data in English Language Arts, each grade level determined the need to plan, implement and develop strategies and practices that specifically addressed the needs of their students. As a result of these discussions, each grade level developed SMART goals to explain how they will address the needs indicated in our data.

2. Columbia will continue to implement PLC meetings where grade levels, along with school administration, will go over current grade level student data and plan intervention for each ability level within the grade level.

3. Columbia will also be continuing the use of Extended Learning Opportunity programs that will focus on our students with the most need. Identified students will receive intervention instruction after school in the appropriate level that they need.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	98	97	0	97	93	0	97	93	0.0	99.0	95.9
Grade 4	89	91	97	0	89	93	0	89	93	0.0	97.8	95.9
Grade 5	110	84	109	0	80	106	0	80	106	0.0	95.2	97.2
Grade 6	102	116	88	0	112	86	0	112	86	0.0	96.6	97.7
All Grades	393	389	391	0	378	378	0	378	378	0.0	97.2	96.7

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.	2352.		5.15	3.23		9.28	15.05		23.71	20.43		61.86	61.29
Grade 4		2387.	2391.		3.37	6.45		6.74	13.98		29.21	20.43		60.67	59.14
Grade 5		2424.	2413.		6.25	1.89		6.25	8.49		25.00	23.58		62.50	66.04
Grade 6		2442.	2431.		12.50	2.33		9.82	15.12		18.75	20.93		58.93	61.63
All Grades	N/A	N/A	N/A		7.14	3.44		8.20	12.96		23.81	21.43		60.85	62.17

Overall Achievement for All Students

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.15	4.30		36.08	38.71		58.76	56.99
Grade 4		3.37	6.45		33.71	33.33		62.92	60.22
Grade 5		6.25	3.77		31.25	30.19		62.50	66.04
Grade 6		12.50	3.49		29.46	33.72		58.04	62.79
All Grades		7.14	4.50		32.54	33.86		60.32	61.64

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.22	5.38		32.99	37.63		59.79	56.99
Grade 4		2.25	5.38		30.34	32.26		67.42	62.37
Grade 5		6.25	3.77		37.50	38.68		56.25	57.55
Grade 6		8.93	3.49		36.61	38.37		54.46	58.14
All Grades		6.35	4.50		34.39	36.77		59.26	58.73

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.19	7.53		49.48	52.69		44.33	39.78
Grade 4		4.49	9.68		38.20	41.94		57.30	48.39
Grade 5		3.75	2.83		42.50	52.83		53.75	44.34
Grade 6		8.93	3.49		52.68	48.84		38.39	47.67
All Grades		6.08	5.82		46.30	49.21		47.62	44.97

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Given our current data in Mathematics, each grade level determined the need to plan, implement, and develop strategies and practices that specifically address the needs of their students. As a result of these discussions, each grade level developed SMART goals to explain how they will address the needs indicated in our data.

2. Columbia will continue to utilize PLC meetings where grade levels, along with school administration, will go over current grade level student data and plan intervention for each ability level within the grade level.

3. Columbia will also continue the use of Extended Learning Opportunity program that will focus on our students with the most need. Identified students will receive intervention instruction before and after school in the appropriate level that they need.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1397.4	1426.4	1462.7	1412.7	1436.9	1469.9	1361.4	1401.6	1445.5	17	23	24
1	1404.9	1449.0	1433.4	1420.4	1460.0	1459.2	1389.1	1437.4	1407.1	11	14	16
2	1458.4	1400.9	1496.0	1473.0	1404.2	1498.1	1443.4	1397.1	1493.4	17	13	18
3	1480.6	1477.2	1471.7	1487.4	1480.8	1471.3	1473.5	1473.3	1471.5	22	20	15
4	1505.9	1505.0	1503.2	1511.7	1507.5	1511.3	1499.6	1502.0	1494.6	20	25	19
5	1510.9	1527.1	1528.5	1508.7	1525.8	1527.0	1512.8	1528.0	1529.6	20	18	28
6	1521.4	1507.1	1535.3	1517.0	1499.8	1524.3	1525.3	1514.0	1545.7	20	24	19
All Grades										127	137	139

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	8.70	33.33	35.29	43.48	33.33	23.53	39.13	33.33	35.29	8.70	0.00	17	23	24
1	0.00	7.14	0.00	0.00	50.00	25.00	45.45	28.57	56.25	54.55	14.29	18.75	11	14	16
2	5.88	0.00	33.33	17.65	15.38	33.33	64.71	38.46	22.22	11.76	46.15	11.11	17	13	18
3	4.55	10.00	13.33	31.82	25.00	13.33	45.45	50.00	46.67	18.18	15.00	26.67	22	20	15
4	15.00	0.00	10.53	45.00	64.00	36.84	20.00	24.00	47.37	20.00	12.00	5.26	20	25	19
5	10.00	22.22	21.43	45.00	44.44	46.43	30.00	22.22	28.57	15.00	11.11	3.57	20	18	28
6	5.00	8.33	26.32	50.00	41.67	47.37	40.00	25.00	15.79	5.00	25.00	10.53	20	24	19
All Grades	7.09	8.03	20.86	34.65	42.34	35.25	37.80	32.12	34.53	20.47	17.52	9.35	127	137	139

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	17.39	41.67	35.29	47.83	29.17	29.41	30.43	29.17	23.53	4.35	0.00	17	23	24
1	0.00	14.29	12.50	27.27	50.00	43.75	36.36	28.57	43.75	36.36	7.14	0.00	11	14	16
2	11.76	0.00	38.89	47.06	15.38	33.33	41.18	30.77	22.22	0.00	53.85	5.56	17	13	18
3	13.64	25.00	20.00	77.27	35.00	33.33	4.55	25.00	20.00	4.55	15.00	26.67	22	20	15
4	30.00	40.00	31.58	45.00	40.00	52.63	15.00	16.00	10.53	10.00	4.00	5.26	20	25	19
5	25.00	38.89	42.86	55.00	44.44	50.00	10.00	5.56	7.14	10.00	11.11	0.00	20	18	28
6	20.00	29.17	36.84	55.00	33.33	52.63	25.00	16.67	5.26	0.00	20.83	5.26	20	24	19
All Grades	17.32	25.55	33.81	51.18	38.69	42.45	21.26	21.17	18.71	10.24	14.60	5.04	127	137	139

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	4.35	16.67	29.41	34.78	29.17	23.53	34.78	41.67	47.06	26.09	12.50	17	23	24
1	0.00	7.14	0.00	0.00	21.43	6.25	18.18	28.57	43.75	81.82	42.86	50.00	11	14	16
2	0.00	0.00	16.67	17.65	23.08	33.33	41.18	15.38	33.33	41.18	61.54	16.67	17	13	18
3	0.00	5.00	0.00	18.18	10.00	13.33	50.00	55.00	46.67	31.82	30.00	40.00	22	20	15
4	5.00	4.00	5.26	30.00	16.00	21.05	25.00	52.00	36.84	40.00	28.00	36.84	20	25	19
5	0.00	11.11	10.71	30.00	27.78	14.29	40.00	33.33	53.57	30.00	27.78	21.43	20	18	28
6	5.00	4.17	15.79	15.00	16.67	26.32	70.00	50.00	42.11	10.00	29.17	15.79	20	24	19
All Grades	1.57	5.11	10.07	21.26	21.17	20.86	40.16	40.88	43.17	37.01	32.85	25.90	127	137	139

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.53	21.74	37.50	52.94	78.26	62.50	23.53	0.00	0.00	17	23	24
1	9.09	28.57	25.00	54.55	57.14	75.00	36.36	14.29	0.00	11	14	16
2	0.00	0.00	38.89	82.35	30.77	55.56	17.65	69.23	5.56	17	13	18
3	13.64	26.32	6.67	68.18	52.63	53.33	18.18	21.05	40.00	22	19	15
4	35.00	64.00	36.84	50.00	28.00	52.63	15.00	8.00	10.53	20	25	19
5	15.00	16.67	25.00	65.00	72.22	71.43	20.00	11.11	3.57	20	18	28
6	5.00	12.50	31.58	75.00	62.50	52.63	20.00	25.00	15.79	20	24	19
All Grades	14.96	26.47	29.50	64.57	55.15	61.15	20.47	18.38	9.35	127	136	139

Listening Domain
Percentage of Students by Domain Performance Level for All Students

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Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	4.35	41.67	64.71	73.91	54.17	23.53	21.74	4.17	17	23	24
1	0.00	14.29	18.75	72.73	78.57	68.75	27.27	7.14	12.50	11	14	16
2	47.06	10.00	38.89	52.94	50.00	55.56	0.00	40.00	5.56	17	10	18
3	40.91	27.78	20.00	59.09	66.67	60.00	0.00	5.56	20.00	22	18	15
4	60.00	30.43	42.11	25.00	60.87	57.89	15.00	8.70	0.00	20	23	19
5	75.00	75.00	57.14	15.00	16.67	42.86	10.00	8.33	0.00	20	12	28
6	55.00	45.83	63.16	45.00	37.50	36.84	0.00	16.67	0.00	20	24	19
All Grades	44.88	29.03	42.45	45.67	56.45	52.52	9.45	14.52	5.04	127	124	139

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	4.35	25.00	52.94	86.96	70.83	41.18	8.70	4.17	17	23	24
1	0.00	14.29	0.00	9.09	35.71	50.00	90.91	50.00	50.00	11	14	16
2	5.88	0.00	16.67	47.06	40.00	61.11	47.06	60.00	22.22	17	10	18
3	0.00	5.26	6.67	59.09	15.79	40.00	40.91	78.95	53.33	22	19	15
4	5.00	4.00	5.26	55.00	56.00	52.63	40.00	40.00	42.11	20	25	19
5	15.00	22.22	21.43	50.00	44.44	53.57	35.00	33.33	25.00	20	18	28
6	15.00	4.17	15.79	25.00	29.17	52.63	60.00	66.67	31.58	20	24	19
All Grades	7.09	7.52	14.39	44.88	45.86	55.40	48.03	46.62	30.22	127	133	139

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	39.13	50.00	29.41	26.09	20.83	52.94	34.78	29.17	17	23	24
1	0.00	7.14	0.00	27.27	64.29	68.75	72.73	28.57	31.25	11	14	16
2	0.00	0.00	33.33	64.71	46.15	55.56	35.29	53.85	11.11	17	13	18
3	4.55	5.26	13.33	68.18	84.21	60.00	27.27	10.53	26.67	22	19	15
4	10.00	20.00	21.05	55.00	68.00	63.16	35.00	12.00	15.79	20	25	19
5	0.00	16.67	10.71	80.00	66.67	71.43	20.00	16.67	17.86	20	18	28
6	5.00	25.00	26.32	85.00	54.17	63.16	10.00	20.83	10.53	20	24	19
All Grades	5.51	18.38	23.02	61.42	58.09	56.83	33.07	23.53	20.14	127	136	139

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 10% of our EL students achieved a level 4 in overall language.

2. 43% of our EL population achieved a level 3 in overall language.

School and Student Performance Data

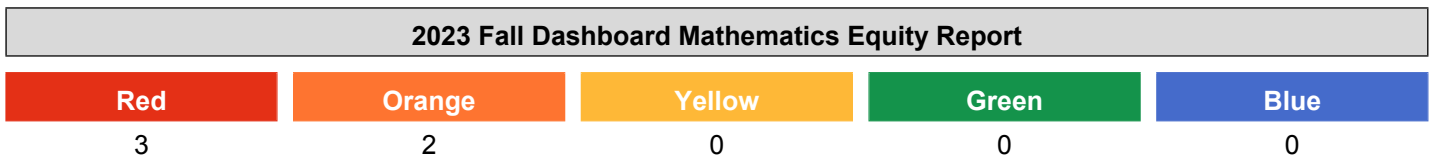## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
644	**94.6**	**22.7**	**3.4**
Total Number of Students enrolled in Columbia Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	146	22.7
Foster Youth	22	3.4
Homeless	23	3.6
Socioeconomically Disadvantaged	609	94.6
Students with Disabilities	99	15.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	140	21.7
American Indian	4	0.6
Filipino	2	0.3
Hispanic	439	68.2
Two or More Races	22	3.4
Pacific Islander	1	0.2
White	36	5.6

Conclusions based on this data:

1. 97.2% of our student population falls in the socioeconomically disadvantaged category.

2. 20.6% of the student population are in the EL category.

3. CES will plan and implement programs to support our EL and Socioeconomically Disadvantaged students.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Green		

Conclusions based on this data:

1. A focus needs to be made to improve performance in both the Math and English Language Arts program.

2. English Learners need to be supported in order to improve on their performance.

3. Identifying the 3 subgroups with the high number of suspension rates and the support they need is key. Continuing to utilize the PBIS and OLWEUS programs as well as ensuring that stakeholder input is garnered will improve suspension rates as well the other state indicators.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	155.9 points below standard
86.2 points below standard	92.7 points below standard	Decreased Significantly -28.5 points
Decreased Significantly -15.2 points	Decreased -14.1 points	
351 Students	89 Students	17 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
168.8 points below standard	Red	Red
Decreased Significantly -79.6 points	88.7 points below standard	180 points below standard
	Decreased -12.9 points	Decreased -3.1 points
17 Students	336 Students	70 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	No Performance Color	No Performance Color
131.1 points below standard	3 Students	0 Students	0 Students
Decreased -11.6 points			
67 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	167.6 points below standard	Less than 11 Students	63.3 points below standard
74 points below standard	12 Students	1 Student	Increased +6.8 points
Decreased -13.8 points			18 Students
253 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.4 points below standard	62.8 points below standard	92 points below standard
Increased +4.2 points	Decreased Significantly -81.7 points	Decreased Significantly -20 points
77 Students	12 Students	241 Students

Conclusions based on this data:

1. English learners declined 8.7 points in ELA.

2. African American students declined 8.1 points in ELA.

3. Reclassified English Learner's increased their scores by 13.9 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	179.2 points below standard
100.1 points below standard	101.1 points below standard	Decreased -7 points
Maintained -2.4 points	Decreased -7.5 points	
351 Students	89 Students	17 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
176.4 points below standard	Red	Orange
Decreased Significantly -60.3 points	102.3 points below standard	194.4 points below standard
	Maintained +1 points	Increased +7.9 points
17 Students	336 Students	71 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	No Performance Color	No Performance Color
156.2 points below standard	3 Students	0 Students	0 Students
Decreased -6.9 points			
67 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	171.5 points below standard	Less than 11 Students	97.1 points below standard
84.2 points below standard	12 Students	1 Student	Decreased Significantly - 25.7 points
Maintained +1.6 points			18 Students
253 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.3 points below standard	86.8 points below standard	105.3 points below standard
Increased +12.2 points	Decreased Significantly -84.1 points	Maintained -1.8 points
77 Students	12 Students	241 Students

Conclusions based on this data:

1. Students with Disabilities subgroup declined significantly.

2. All students increased their score by 4.4 points.

3. Current English Learners declined in math by 3 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress Green 54.3% making progress towards English language proficiency Number of EL Students: 105 Students Performance Level: 3
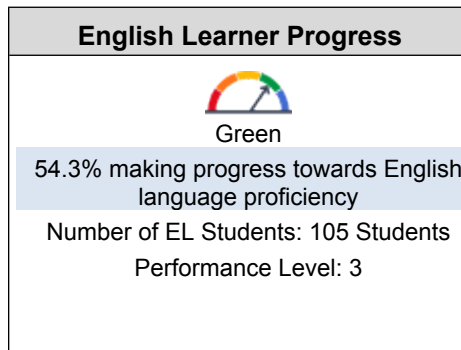
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
19	29	5	52

Conclusions based on this data:

1. In order to provide support for our English Learners, we will continue to involve stakeholders in order to give them the tools needed to support their EL students.

2. A Designated EL time will be utilized in order to meet then needs of EL students.

3. An Extended Learning Opportunity program will be utilized to further support the EL population in ELA and Math.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	34.8% Chronically Absent
47.5% Chronically Absent	43.5% Chronically Absent	Declined -18.8
Declined -1.5	Increased 3	
710 Students	154 Students	23 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Orange
72.7% Chronically Absent	48.5% Chronically Absent	44.4% Chronically Absent
Increased 0.9	Declined -1	Declined -8.5
33 Students	680 Students	124 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	No Performance Color	Less than 11 Students
50.3% Chronically Absent	4 Students	0 Students	3 Students
Maintained -0.3			
163 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	37% Chronically Absent	Less than 11 Students	Orange
48.1% Chronically Absent	Declined -16.3	1 Student	34.2% Chronically Absent
Increased 0.6	27 Students		Declined -19.4
474 Students			38 Students

Conclusions based on this data:

1. School attendance is a high priority at CES. Title 1 meetings as well as A2A conferences have been utilized to give stakeholders information about the importance of good school attendance.

2. Incentives will be utilized in order to improve school attendance.

3. A2A program has been utilized to identify students who need attendance support and conferences with their parents were conducted in order to offer attendance support.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
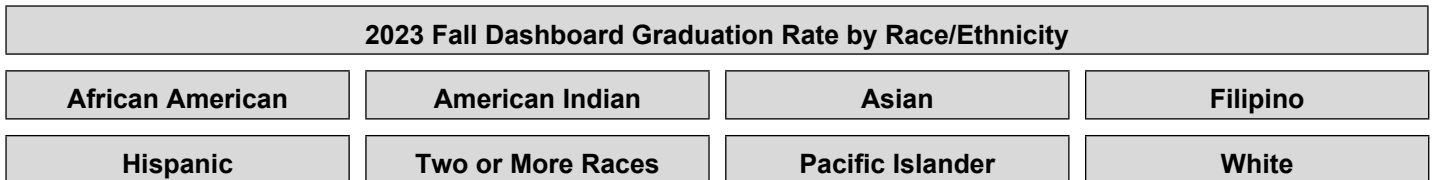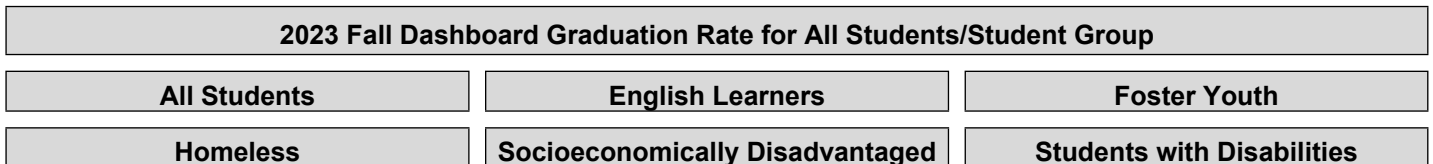
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
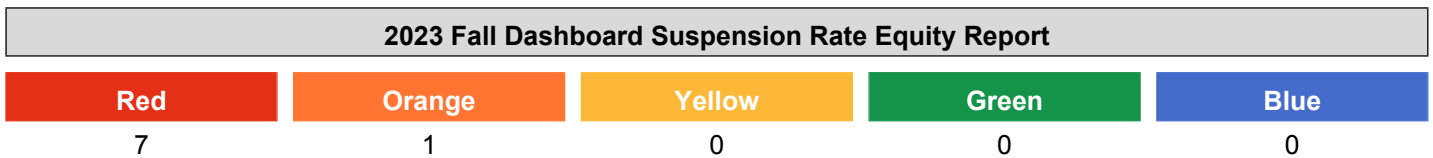### Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
7	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Red
7.7% suspended at least one day	2.6% suspended at least one day	15.6% suspended at least one day
Increased Significantly 5	Increased Significantly 2.6	Increased 2.7
744 Students	154 Students	32 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
10.5% suspended at least one day	7.9% suspended at least one day	19.5% suspended at least one day
Increased 4.5	Increased Significantly 5	Increased 13.4
38 Students	712 Students	133 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	No Performance Color	Less than 11 Students
16.9% suspended at least one day	5 Students	0 Students	3 Students
Increased Significantly 9.6			
178 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	11.1% suspended at least one day	Less than 11 Students	Red
4.3% suspended at least one day	Increased 7.8	1 Student	7.5% suspended at least one day
Increased Significantly 3.3	27 Students		Increased 2.7
490 Students			40 Students

Conclusions based on this data:

1. Overall, CES suspension rate increased very slightly by 2.2%.

2. We will continue to utilize the PBIS system in order to support students in recognizing and utilizing positive behaviors at CES. We will also be utilizing Move this World and OLWEUS Anti-Bullying program.

3. Although it has decreased significantly, the number of African American students and Students with two or more races being suspended is still high at 19.9% and 8.6%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Academic Achievement: English/Language Arts, Mathematics, and English Learners**
> Columbia Elementary School will increase student achievement in English Language Arts (ELA) and Mathematics. All students in all grade levels will improve their reading and language skills using district approved, grade level appropriate materials as well as support from extended learning opportunities. Student overall performance in the annual CAASPP will increase from 96.7% to 98%. Student overall performance in the district approved ELA benchmark will also increase from 97% to 99%. Students scoring at grade level or above for the annual ELA CAASPP will increase from 19.84% to 38%. Upon review of the data, 18.7821.43% of students nearly met the state standards in ELA from the previous school year. With support from the goals listed below, this number should decrease and the percentage of students meeting the ELA standard in the CAASPP should increase.
>
> All students in all grade levels will improve their mathematical skills using district approved, grade level appropriate materials as well as support from extended learning opportunities. Student performance in the annual CAASPP will increase from 96.7% to 98%. Students scoring at grade level or above for the annual Math CAASPP will increase from 16.4% to 36% . Upon review of the data, 21.43% of students nearly met the state standards in Mathematics from the previous school year. With support from the goals listed below, this number should decrease and the percentage of students meeting the Mathematics standard in the CAASPP should increase. Performance within the IReady assessment program will also increase.
>
> In order to meet all AMAO's for English Learners (EL) and to have EL students increase one ELPAC level per year, the teaching staff will utilize 30 minutes or more of Designated ELD time for all ELPAC tested English language learners with the district adopted ELD curriculum. All ELD students will have the opportunity to participate in extra learning opportunities for learning English either after school or during school hours. The Principal/Assistant Principal will work with the ELD programs, including monitoring ELD instructional time, Extended Learning Opportunities, tutoring, identification process and EL students' access to core curriculum.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Goal #1: Improve Teaching for Student Learning, Achievement and Success

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the most current CAASPP data, English Language Arts (ELA) achievement was decreased during the 2022-2023 school year, our overall achievement continues to be a challenge. Students who met the standard grew 0.86% from the previous school year. We are still 43.16% below the State Standard. Mathematics achievement increased 1.06% from the previous school year. Despite the growth, Columbia dropped into the "Red." With this growth, Columbia is still 46.6% below the State Standard. Based on the ELA iReady End of Year assessment for the 2023/2024 school year, students in grades K-6 scoring two or more years below grade level decreased from 46% to 33% in comparison to 2022/2023 where the number decreased 50% to 32%. The number of students at grade level or above increased from 14% to 38% in comparison to 2022/2023 where the number increased from 14% to 36%. Based on the Math iReady End of Year assessment for the 2023/2024 school year, students in grades K-6 scoring two or more years below grade level decreased from 51% to 30% in comparison to 2022/2023 where the number decreased 56% to 27%. The number of students at grade level or above increased from 3% to 27% in comparison to 2022/2023 where the number increased from 4% to 30%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	19.84%	38%
CAASPP Math Results	16.4%	36%
ELPAC Results	6.8%	10%
iReady Reading Results	38%	45%
iReady Math Results	27%	47%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1- Activity 1: Professional Learning In order to increase academic rigor in the classroom, we will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching to support content professional learning, leadership professional development, data digs, assessment implementation, summer planning and collaboration and conduct Professional Learning walks along with coaching and feedback sessions with administrators. Columbia administrators will plan and conduct one-on-one structured collaboration with certificated staff and focus on current data from the iReady, CAASPP website and other forms of data and assessment. $3000; Unrestricted; 1130 Certificated Personnel Salaries: Grade level PLC with administrators to conduct Data Dig meetings throughout the school	All Students	3,000 Unrestricted 1000-1999: Certificated Personnel Salaries Salary for certificated staff members to conduct an extended Learning Opportunity Program for the 2024-2025 school year 2,000 Unrestricted 1000-1999: Certificated Personnel Salaries Salary for Certificated Substitute Teachers to provide coverage during Certificated trainings. 1,200 Unrestricted 3000-3999: Employee Benefits

	year. We will also conduct a summer PLC with grade levels to plan for the upcoming school year. $2,000; Unrestricted; 1160 Certificated Personnel Salaries: Certificated Substitute Teachers to conduct classes while Certificated staff conduct data dig meetings as well as collaboration with school administrators. Substitute teachers will also be utilized when Certificated staff attend Conferences. $0; Certificated Personnel Salaries: Columbia administrators will plan and conduct one-on-one structured collaboration with certificated staff and focus on current data from IReady, CAASPP website and other forms of data and assessment during music instruction. $1200; Unrestricted; 3000 Benefits: Certificated staff benefits		Certificated Staff Benefits
1.2	Strategy 1- Activity 2: Extended Learning Plan and implement an extensive Extended Learning Opportunity (ELO) program for identified students. All programs are focused on increasing student achievement and outcomes. Based on student needs, programs will focus on reading, conceptual knowledge and application of mathematical skills, and development and implementation of science concepts. Daily after school extended learning sessions Saturday Academic Camps STEM Club We will utilize Dashboard, CAASPP, Benchmark, Survey, and demographic data to identify students needing support and ensure that they are invited to participate in the ELO program. The identified ELO programs will help support CCSS standards for ELA, Math and Science. The programs will also support grade level identified student needs based on assessment data. $2,000; Title 1; 1130- Certificated Personnel Salaries: Salary for certificated staff members to conduct an Extended Learning Opportunity After School Program for the 2024-2025 school year. $2,880; Title 1; 1130- Certificated Personnel Salaries: Salary for certificated staff members to conduct an Extended Learning Opportunity Enrichment Program during selected Saturdays for the 2024-2025 school year. $1171; Title 1; 3000- Certificated Personnel Salaries: Benefit for Certificated Staff ELO $1,000; Unrestricted; 1230- Counselor Extra Hours: Salary for Extended Learning Opportunity After School Counseling/SEL enrichment program. $240; Unrestricted; 3000- Certificated Personnel Salaries: Benefits for Counselor ELO	English Learners Foster Youth Low Income Students with Disabilities African American student subgroup Homeless Youth	2,000 Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries for ELO programs 2,880 Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries for Saturday enrichment 1,171 Title I 3000-3999: Employee Benefits Certificated benefits 1,000 Unrestricted 1000-1999: Certificated Personnel Salaries Counselor Salaries for ELO programs 240 Unrestricted 3000-3999: Employee Benefits Counselor benefits 2,500 Title I 2000-2999: Classified Personnel Salaries IA Salary for ELO programs 600 Title I 3000-3999: Employee Benefits IA benefits 500 Title I 2000-2999: Classified Personnel Salaries

	$2,500; TItle 1; 2130- Instructional Aide Hourly: Salary for instructional aides conducting after school ELO. $600; Title 1; 3000- Classified Personnel Salaries: Benefits for IAs performing ELO. $500; Title 1; 2230- Classified Support Salary: Support staff assisting in ELO Saturday School. $120; Title 1; 3000- Classified Personnel Salaries: Benefits for Support staff performing ELO.		Support Staff Salaries for ELO program 120 Title I 3000-3999: Employee Benefits Support Staff Benefits
1.3	Strategy 1- Activity 3: Materials and Supplies We will provide Materials and Supplies necessary to ensure that Columbia's Title 1 program is complete and will support student achievement . Teachers will be provided materials and supplies to maintain adequate function and ease of use of computer based assessment and instructional software. Materials and supplies will be acquired to support grade level outcomes desired as discussed during Professional Learning, Grade level Data Digs, and One-on-One Collaboration. $20,312; Title 1; 4310 Materials and Supplies: We will provide Materials and Supplies necessary to ensure that Columbia's Title 1 program is complete and will support student achievement. Materials and supplies will be acquired to support grade level outcomes desired as discussed during Professional Learning, Grade level Data Digs, and One on One Collaboration $10,304; Unrestricted; 4310 Materials and Supplies: We will provide Materials and Supplies necessary to ensure that Columbia's students and staff have the necessary materials and equipment to engage in academic activities that will promote academic success. $1,500; Unrestricted; 2230- Classified support salary to assist with organization and distribution of materials. $360; Unrestricted; 3000- Salary benefits for classified support staff.	All Students	20,312 Title I 4000-4999: Books And Supplies Purchase of identified materials and supplies needed for student success. 10,304 Unrestricted 4000-4999: Books And Supplies Purchase of identified materials and supplies needed for student success. 1,500 Unrestricted 2000-2999: Classified Personnel Salaries Classified Support Staff assist with organization and distribution 360 Unrestricted 3000-3999: Employee Benefits Benefits for support staff
1.4	Strategy 1- Activity 4: Strengthening EL Supports at Home The parent liaison will hold workshops for parents of EL students to review ELCAP results and discuss possible ways to support students at home. Additionally, Credentialed staff will work with parent liaison and parents to communicate instructional practices and concepts covered in class so parent parents can reinforce at home. $1000; Title 1 PI; 4310- Materials and supplies for take-home materials for parents.	All Students	1000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Take-home materials
1.5	Strategy 1- Activity 5: Extended Learning Opportunities	All Students	8000 Unrestricted

	Each grade level at CES will have the chance to participate in an academic field trip closely tied to the state standards and will support concepts found within the district curriculum. $8,000; Unrestricted; 5886- Field trip funds			5800: Professional/Consulting Services And Operating Expenditures Field trip funds

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Activity 1: CES planned to provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching to support content professional learning, leadership professional development, data digs, assessment implementation, collaboration and conducted Professional Learning walks along with coaching and feedback sessions with administrators. Certificated staff were able to attend conferences to ensure ongoing professional development that focused on ensuring all students master grade level content standards; are able to read complex text across all content areas; have rich and rigorous academic conversations about compelling topics; and demonstrate their thinking through writings, tasks, and other forms of assessment within an environment that promotes inquiry and learning. Columbia administrators planned and conducted one-on-one structured collaboration with certificated staff and focused on current data from iReady and other forms of data and assessment.

Activity 2: CES provided a comprehensive assessment system and differentiated instruction for all students. The following District implemented programs were acquired to support implementation of our assessment program: SIPPS and Do the Math. Grade levels were provided days and conducted Data Dig Collaboration time within their grade levels that focused on improving quality instruction. CES provided hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching to support program implementation and differentiated instruction planning. Teachers were provided with materials and supplies to maintain adequate function and ease of use of computer based assessment and instructional software. Teachers were trained during Professional Development on District Adopted Curriculum focusing on Phonics instruction, foundational math remediation, and implementation of District adopted curriculum. CES held an after school dance class, music class, and Saturday enrichment classes.

Activity 3: CES provided the needed materials and supplies to ensure to proper implementation of the site's Title 1 program. Technology needs and identified materials were purchased as needed based on desired outcomes identified during Professional Learning, Grade Level Data Digs, and one-on-one collaboration.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

$14,269 was budgeted to provide professional conferences and data digs to certificated staff. $13,221 was expended for professional conferences and $3,000 was expended for data digs.

$12,393 was budgeted for Certificated salaries for ELO programs and the purchase of Flocabulary subscription. $2,880 was expended for Saturday enrichment; $1,546 was expended for ELO staff salaries; $4,182.00 was expended for services for SYL Sports to provide ELO in performing arts; and $3,093 was expended for the technology subscription of Flocabulary.

$18,924 was budgeted for materials and supplies. $28,882 was expended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

ELO will focus on daily after school extended learning sessions, Saturday Academic Camps, and STEM Club. Administration will utilized music class periods to meet with certificated staff for one-on-one coaching and collaboration to minimize the loss of instructional time with teacher as well as reduce the financial burdens of a substitute teacher. CES will contract with an outside company to provide STEM ELO.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment
Columbia will provide an inclusive, challenging and innovative education in a safe, positive and rigorous learning environment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal #2: Promote a Safe and Caring Learning Environment

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

School Climate: There was a 5% increase in suspensions for the 2023/2024 school year. Suspension rates remain in the "Red" category with several student groups in the "Red" category. Attendance rate has increased by about 1.5%. Chronic absenteeism rate is approximately 47.5%. Serving Foster Youth has been challenging. This student group is in the lowest category for both suspension rate and chronic absenteeism. Based on Panorama survey, 76% of students who completed the survey stated that they feel like there is a teacher or adult from school they can count on to help. This decreased by 4% from the 2022/2023 school year. Only 61% of Columbia students stated they feel like they belong at school; decreasing 14% from the 2022/2023 school year.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Suspension Rate	7.7%	4%
Attendance Rate	87.64%	93%
Chronic Absenteeism Rate	47.5%	35%
Student Favorable Response of Belonging on Panorama Survey	61%	90%

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2- Activity 1: Extended Learning CES will plan and implement an extensive Extended Learning Opportunity (ELO) program for all students. All programs are focused on academic improvement, visual and performing arts, and physical education. Physical activity enhances an	All Students	17,450 Title I 5800: Professional/Consulting Services And Operating Expenditures

	individual's ability to think, concentrate, and maintain focus, is important for healthy growth and development, and helps in relieving stress and anxiety. Working with diverse peers builds commerotory and a sense of belonging. Research is clear that access to well-rounded educational programs is associated with better academic outcomes and positive mental health. Reading Club Sports Program Visual & Performing Arts Program Instrument Lessons Mini-Golf Club Circus Skills Club Hula Hoop Skills Club Cheerleading Club Zumba Club $17,450; Title 1; 5810- Services: SYL Sports $2,880; Unrestricted; 1130- Certificated Staff for ELO clubs $899; Unrestricted; 3000- Benefits $1,713; Title 1; 4310- Materials and supplies for ELO clubs $1,000; Title 1; 2230- Classifies support staff assisting with ELO clubs. $797; Title 1; 3000- Benefits for Classified support staff			Contractual costs for outside services to run specified ELO programs. 2,880 Unrestricted 1000-1999: Certificated Personnel Salaries Salary for certificated staff members to conduct an extended Learning Opportunity Program for the 2024-2025 school year. 1,713 Title I 4000-4999: Books And Supplies Materials identified to support ELO clubs. 899 Unrestricted 3000-3999: Employee Benefits Benefits for Certificated 1,000 Title I 2000-2999: Classified Personnel Salaries Classified staff supporting ELO 797 Title I 3000-3999: Employee Benefits Benefits for Classified
2.2	Strategy 2- Activity 2: Building A Sense of Belonging and Safety CES will support a positive, caring and safe learning environment through the use of the district OLWEUS, Character Strong, and Vector programs. These programs will continue to be implemented to assist students in understanding the expectation for proper conduct and behavior. Assemblies and walkthroughs will be conducted to assure student clarification of the expectations as related to campus conduct and behavior as well as recognize students who are demonstrating exemplar behaviors. Parent workshops will be conducted to support parents' understanding of the OLWEUS, Character Strong, and Vector programs and encourage implementation of positive behaviors off campus as well. CES will plan and implement parent workshops to continue the implementation of Move This World to our students' parents. Restorative Practices will also be utilized at Columbia. Additionally, CES will partner with local agencies and organizations to provide free services to our students to promote mental health awareness and supports.	All Students		1,000 Unrestricted 4000-4999: Books And Supplies Materials for incentives given during assembly 1942 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials for workshops 2000 Unrestricted 4000-4999: Books And Supplies Food and food related goods

	$1,000; Unrestricted; 4310- CES will conduct monthly character assemblies to recognize students who have demonstrated the desired conduct and behavior during the previous month. $1942; Title 1 PI; 4310- CES will plan and implement parent workshops to support Move This World, OLWEUS, Character Strong, and Vector programs to our students' parents. $2,000; Unrestricted; 4307- CES will provide light snacks to incentive parent attendance to workshops.		
2.3	Strategy 2- Activity 3: Attendance Columbia Elementary School will build a robust attendance program through the use of Attention 2 Attendance and the Los Angeles County Abolish Chronic Truancy (A2A and ACT) programs. Additionally, recognition for best/perfect attendance will take place on a monthly basis. Each trimester, students with perfect attendance will participate in an incentive activity. We will foster a culture of attendance through weekly, monthly, and trimester incentives school wide and in individual classrooms. As a school, we will contact parents and families to discuss attendance, tardies, and truancy policies. Student Success Teams will meet monthly to discuss concerns and supports for students with attendance concerns. Monthly awards assemblies recognizing perfect attendance for the month will be held for all grade levels. $2,000; Unrestricted; 4310- Best/Perfect Attendance Incentives $3,000; Unrestricted; 4310- Trimester incentive activity	All Students	2,000 Unrestricted 4000-4999: Books And Supplies Materials for best/perfect attendance incentives 3,000 Unrestricted 4000-4999: Books And Supplies Materials for trimester incentives
2.4	Strategy 2- Activity 4: Positive Behavioral Interventions and Support CES will implement Positive Behavioral Interventions and Support (PBIS) daily to increase positive behaviors and increase the sense of safety and belonging. We will foster healthy social interactions with all stakeholders and promote a focus on positive behaviors through the recognition and rewarding of desired behaviors and interactions with others. Students will receive affirmation for positive choices through the use of PBIS tickets (STARS Bucks) which can be spent at our STARS store, special treats from the Principal's office, or at our recess snack shack. $5,000; Unrestricted; 4310- STARS store merchandise $1,500; Unrestricted; 4310- Principal's Office rewards $500; Unrestricted; 4307- Approved healthy snack foods for Snack Shack	All Students	5,000 Unrestricted 4000-4999: Books And Supplies PBIS Store 1,500 Unrestricted 4000-4999: Books And Supplies Principal's Office Rewards 500 Unrestricted 4000-4999: Books And Supplies Healthy Snacks

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Activity 1: CES planned and implemented OLWEUS lessons throughout the site. Two assemblies were held addressing desired conduct in addition to monthly videos demonstrating a specific character trait challenge. No parent workshops were held to educate parents on how to help implement the OLWEUS program outside of school. Social emotional lessons utilizing Move This World were taught daily with students in the class setting, however, no parent workshops were held. Restorative practices were utilized at Columbia.

Activity 2: The Parent Resource Room was furnished with supplies that promoted collaboration with parents and families at Columbia Elementary School in an attempt to foster partnerships with families with the goal of increased attendance. Conferences were held with families identified by the A2A and ACT programs as well as interventions put into place by classroom teachers and administration. Special recognition celebrations were held monthly for classes with the best attendance as well as students participating in music videos to promote attendance. Monthly awards assemblies were held to promote and celebrate those with perfect attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No parent workshops were held to support parent growth in the area of outside implementation of the OLWEUS program. $0 was budgeted for this focus. $1,000 was budgeted for monthly perfect attendance. $346 was expended for this purpose. $2,000 was budgeted for monthly perfect attendance activities. $2,000 was expended for this purpose.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Monies will be budgeted for parent workshops to emphasize the importance of such activities as well as provide the necessary resources to incentives parents to attend. Extended learning opportunities will be offered with a contract setting expectations for attendance and participation in an attempt to motivate student participation. High interest activities will take place for students with perfect attendance throughout the school year. Targeted and more diverse means of spending PBIS STARS Bucks will be implemented to draw in the interest of more students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Establishing a Shared Vision Amongst All Stakeholders
Columbia will provide empowering opportunities for all stakeholders and provide multiple platforms by which to give a voice to all. Columbia Elementary School will promote the increased involvement of students, families and community members. We will increase parental involvement through school sponsored functions, including: Family Data Dig events, Family/Principal meetings, English classes, Parent/Guardian workshops, ELAC meetings, School Site Council meetings, Coffee and Conversation meetings, Student of the Month and Trimester assemblies, Family Picnic Day and opportunities for parents to volunteer. A weekly Friday Morning Social will take place in the Parent Liaison's room to promote school/home connections, identify and meet family needs, and build positive relations between school and home. Additionally, student leadership groups will be formed to build school spirit and connectedness amongst students and staff. Our Parent Teacher Association will participate in various fundraisers and school functions along with our activities committee.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal #3 Foster a Team Commitment

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent involvement is a key factor to student success. The Panorama Parent Survey indicated that parents are aware of the parent involvement activities within the district and site. However, there are only 22% of parents/guardians who feel engaged. Parent and family involvement improved last year and will continue to improve by assessing family and parent needs. Additionally, staff will look for ways to provide opportunities for parents and community members to be part of events taking place within the school day. Parent Sign in Sheets and surveys will show an increase in family engagement.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement Sign In Sheets	Average of 7 signatures per event	Average of 30 signatures per event
Parent Resource Room Sign In Sheets	Average of 4 signatures per event	Average of 20 signatures per event
Panorama Parent Survey	22% engagement	60% engagement

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3- Activity 1: Collaboration	All Students	300 Unrestricted

	CES will plan and implement family engagement events/workshops collaboratively with the CES Parent Liaison to promote parent/family/community engagement opportunities. Parent Resource Room will be furnished with resources and supplies that promote collaboration with parents and families at Columbia Elementary School. $300; Unrestricted; 4307- Food and food related goods for large group parent meetings $1000; Title 1 PI; 5225- Incentives for parent volunteers $800; Unrestricted; 4307- Food for Friday Morning Social $300; Title 1 PI; 2230- Parent Liaison Summer Planning $114; Title 1 PI; 3000- Benefits		4000-4999: Books And Supplies Food and food related goods for large group parent meetings 114 Title I Part A: Parent Involvement 3000-3999: Employee Benefits Benefits 1000 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Incentives for parent volunteers 800 Unrestricted 4000-4999: Books And Supplies Food for Friday Morning Social 300 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Summer Planning
3.2	Strategy 3- Activity 2: Communication Columbia will utilize multiple resources for parent communication. Columbia will engage parents and families to participate in decision making committees throughout the school such as: School Site Council, English Learner Advisory Committee, Safety Team, African American Advisory Committee, Climate & Culture and Columbia's Parent Teacher Association. $200; Title 1 PI; 4310 Family Engagement events to promote parent/family involvement opportunities. $1,000; Title 1; 1130 Certificated Hourly: Salaries for certificated staff support with after hours parent activities and meetings. $240; Title 1; 3000 Benefits: Salary benefits for Certificated staff	All Students	200 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Promotion of Events 1,000 Title I 1000-1999: Certificated Personnel Salaries Certificated staff supporting parent events 240 Title I 3000-3999: Employee Benefits Certificated benefits
3.3	Strategy 3- Activity 4: Jr. Leadership CES will create staff sponsored Jr. Leadership teams where students can take on leadership roles within the school. Such positions include: Jr. Senate, Jr. Librarian, Jr. Coach, Jr. Maintenance, Jr. Videographer, Jr. Technician, and more. Both staff and parent volunteers will help guide students during these events. $1,792; Unrestricted; 4310- Materials for Jr. Leadership groups	All Students	1,792 Unrestricted 4000-4999: Books And Supplies 1,200 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Field Trip related to Jr. Leadership activity

$1,200; Unrestricted; 5886- Field Trip related to Jr. Leadership activity		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Activity 1: Some workshops and events were held in collaboration with the CES Parent Liaison in an attempt to promote parent/family engagement. Community members were also invited to participate in several events. The parent liaison room was a shared space with the staff professional development room. This limited the resources available to parents and also caused parent events to be displaced on occasion.

Activity 2: CES utilized Parent Square and the new digital marquis to communicate upcoming events with parents. Additionally, School Site Council and English Language Learner Advisory Committees met once a month to discuss school and home needs. A coffee and conversations was held monthly after the winter break. Many participants expressed a desire for these events to start earlier in the year. Columbia's Parent-Teacher Association largely comprised of staff. The team did attempt to give effort to get more parents involved throughout the year. The parent liaison shifted her daily work schedule to assist with translation during PTA meetings to help draw in a more diverse group of parents.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

$4556 was budgeted and spent on supplies for promoting family engagement. However, the number of parents involved remained low. There was a core group of parents who volunteered on a regular basis to assist in a variety of needs throughout the school year. Parents who attended workshops with the parent liaison expressed concern over not knowing where their group would meet. They expressed a need for predictability and consistency.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The parent liaison room will be moved to the Conference room which has outside access and will provide the means for the Friday Morning Socials. Additionally, the room will be redecorated and stocked to ensure a warm and welcoming environment for parents. Finally, specific events, monthly newsletters and active recruiting of family and community volunteers will be planned out prior to the start of the school year. Monies will be budgeted to provide the parent liaison and administrative team to collaborate over the summer.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$107,314.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$52,283.00
Title I Part A: Parent Involvement	$4,556.00

Subtotal of additional federal funds included for this school: $56,839.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Unrestricted	$50,475.00

Subtotal of state or local funds included for this school: $50,475.00

Total of federal, state, and/or local funds for this school: $107,314.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	65,365.00	65,365.00
Title I	132,421.00	80,138.00

Expenditures by Funding Source

Funding Source	Amount
Title I	52,283.00
Title I Part A: Parent Involvement	4,556.00
Unrestricted	50,475.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,760.00
2000-2999: Classified Personnel Salaries	5,800.00
3000-3999: Employee Benefits	5,741.00
4000-4999: Books And Supplies	53,363.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	26,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	5,880.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
3000-3999: Employee Benefits	Title I	2,928.00
4000-4999: Books And Supplies	Title I	22,025.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,450.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	300.00

3000-3999: Employee Benefits	Title I Part A: Parent Involvement	114.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,142.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted	8,880.00
2000-2999: Classified Personnel Salaries	Unrestricted	1,500.00
3000-3999: Employee Benefits	Unrestricted	2,699.00
4000-4999: Books And Supplies	Unrestricted	28,196.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	9,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	58,687.00
Goal 2	41,681.00
Goal 3	6,946.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

5 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lisa Johnson	Principal
Asia Navarro	Classroom Teacher
Jennifer Allison	Classroom Teacher
Emily Payner	Classroom Teacher
Danielle Kydd	Classroom Teacher
Latasha Gardner	Classroom Teacher
Denise Conde	Other School Staff
Marcela Alvarez	Other School Staff
Sandie Galan	Parent or Community Member
Elizabeth Gonzales	Parent or Community Member
Rosy Alfonso	Parent or Community Member
Marlene Davis	Parent or Community Member
Marli Marilu Reyes	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board 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 material changes in the School 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:

Signature	Committee or Advisory Group Name
(signature)	English Learner Advisory Committee

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.

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

This SPSA was adopted by the SSC at a public meeting on 05/14/2024.

Attested:

(signature)	Principal, Mrs. Lisa Johnson on 05/14/24
	SSC Chairperson, Sandie Galan on 05/14/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements
This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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