



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Columbia Elementary School	19644776106421	May 27, 2020	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Eastside Union School District and Columbia Elementary School use a variety of methods to gather parent input. Columbia Elementary School encourages parent input through the use of collaboration in ELAC, School Site Council, Town Hall open meetings, Parent University meetings, PTA, a Principal open door policy, and Stakeholder Surveys. Other methods used are front office suggestion box, and an end of the school year school climate survey for staff and administrators. Columbia Elementary School continuously encourages parents to participate on committees, attend meetings and events and volunteer their time when possible.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are performed in both formal and informal formats. Informal observations are agreed upon practices that occur on a daily and/or weekly basis to support teacher input from PLC discussions, teacher goal setting meetings and /or grade level discussions surrounding instructional delivery practices. Informal observations are not evaluative but are instead agreed upon practices that support teacher personal goals set at the beginning of the year and the overall school-wide goals pertaining to instructional delivery practices. Other informal observations consist of site Instructional Leadership Team (ILT) walkthroughs and district led ILT walkthroughs.

Formal observations consist of pre-observational conference, the actual observation and a post-observation conference. Formal observations are mandated observations that fulfill teacher state and district requirements and determine a teacher's fitness to perform their assigned teaching duties. Feedback to teachers is provided by both the Assistant principal and the school Principal. Further, immediate feedback is our practice to assure that the necessary adjustments found are addressed and supported to sustain effective delivery of the adopted curriculum.

All observations serve to give teachers immediate feedback and to guide teachers towards overall success.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers use Professional Learning Community time to analyze common formative assessments (CFA), the California Assessment of Student Performance and Progress (CAASPP) data, the CAASPP Interim Assessment Blocks (IAB), and STAR 360 assessments to modify their classroom instruction and improve student achievement. Common Formative Assessments are in the process of being created school wide in order to be administered in kindergarten through sixth grade on a weekly, monthly, and quarterly basis. The assessments are administered in either whole group settings or individually. Common Formative Assessments assess skills in language arts, reading comprehension, and mathematical skills in computation and concept. The results help classroom teachers focus on specific areas of student needs. The results of these tests are used to drive instructional practices. Assessment data is utilized to determine which students require remediation, intervention, and other specialized services. The initial ELPAC is administered based on the Home Language Survey, completed by parents. ELD instruction is provided to students identified as Limited English Proficient. All of the previously cited assessments are administered at least annually, to monitor student progress.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Columbia Elementary School has a school Instructional Leadership Team (ILT) that meets with the school Principal on a regular basis. Within the ILT meeting discussions, assessment of our students' abilities are regularly discussed. Currently, we are using our most current assessment results to drive our instructional practices. During our Professional Learning Community meetings (PLC) we are discussing the necessary adjustments that need to be made, we are reflecting on our current practices and we are discussing and presenting research based best practices with all grade levels. Additionally, these discussions center around the use of listening and speaking skills and how we can utilize these standards across the curriculum. School administrators perform daily walkthroughs to support each grade levels identified instructional goals as it relates to student growth and understanding of the content outcomes.

This data is also being used to determine the level of Response to Intervention (RTI) each student performing below grade level expectations are in need of. Teachers are using Common Core math, project based learning strategies, teacher made tests and assessments, School City Assessments, AR assessment data and STAR 360 data reports to determine student growth over time. Columbia Elementary is committed to providing a plethora of intervention options for our students in need; a vertical and lateral school wide intervention program, morning and lunch time tutoring options and we are in the process of developing after school and educational boot camps options for our students in need. To continue, we are providing enrichment for our at and above grade level students to enhance their learning opportunities.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Columbia Elementary School meets the district and state requirements for having highly qualified teachers. We currently have 100% of our assigned teachers meeting this requirement.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Columbia Elementary School offers professional development to teachers and classified staff through planned site and district level trainings. Trainings are implemented through the use of PLC, grade level, whole staff, webinars, and attendance at conferences offered outside of the district. Training opportunities for our staff are derived from analysis of need surveys and conferences with employees during goal setting sessions at the beginning of the year. Site funds are available for staff to participate in offsite and out of district training opportunities. Staff are encouraged to frequently assess their skill level and find needed trainings that are aligned to school and district goals identified within their job assignment.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development has focused on ILT instructional support strategies, Common Core State Standards training (to include: planning, development, implementation, progress monitoring, and evaluation), Instructional Technology Support Trainings (ex. document camera use, laptop use, SST Online use), review of district level curriculum maps, development of Assessment schedules, use of the state's IAB assessments bank to support our evaluation and the preparation of our students. There has also been professional learning community time devoted to analyze data (local common formative and summative assessments, standardized test results) and create grade level, whole class, and subgroup remediation and intervention plans in ELA, Math, and ELD. Columbia Elementary School is dedicated to Professional Learning Walks (by teachers) as a form of vertical articulation (viewing/discussion instructional practices in grade levels above and below) and horizontal articulation (viewing/discussing instructional practices within a grade i.e. lesson studies). Staff development is based on the district goals and site-specific needs and focus. Staff is engaged in safety and emergency planning. Grade level collaboration is practiced for continued Common Core State Standards (CCSS) planning and Implementation, cross grade level and span collaboration for CCSS planning and implementation, trainings to increase teacher participation in the ILT, CCSS common formative, summative, and benchmark development, technology, and additional emergency preparedness/practice planning.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Development of the Common Core State Standards (CCSS) is provided for all teachers and schools within the Eastside Union School District. Each school and grade level within the district is a part of the vertical and lateral grade level collaboration process surrounding the CCSS. Teachers also participate in Los Angeles County Office of Education (LACOE) CCSS training opportunities. Further, Columbia Elementary School participates in the district's ILT walkthroughs, to enhance each teachers instructional delivery awareness. These walkthroughs are also used as a means to continuously measure rigor and relevance towards student success at each grade level. Columbia's ILT have also conducted at least one Cycle of Professional Learning that targeted academic conversations and language development across content areas.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Columbia Elementary School teachers have the opportunity to collaborate weekly and in some cases daily with their colleagues within their grade level. During these collaborations teachers discuss: student progress, student performance and needs data, curricular delivery methods, grading practices, behavior modification techniques (PBIS), grade level protocol surrounding homework and grading criteria, lesson plan development and assessment practices. Teachers also make recommendations for SSTs, 504 and if necessary, Special Education assessments.

Teachers also participate in the development of the following:

- \* Common Core State Standards Learning Objectives and Learning Goals
- \* Move This World, OLWEUS, Social and Emotional Learning (SEL) support
- \* Common methods for assessing our student by grade level
- \* Development of learning criteria for intervention placement and student movement between identified ability levels
- \* Data Dig team meetings are schedule monthly for grade levels to plan Common Formative Assessments and to discuss the outcomes of CFA's

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Columbia Elementary School's curriculum, instruction, and materials are currently aligned to content and current state performance standards In English Language Arts, Mathematics, Social Studies and Science. Houghton Mifflin Harcourt, and Pearson are the state and board adopted texts used. Current text is being used in conjunction with Common Core State Standards to identify curriculum tasks aligned to anchor standards which will assist with the development of grade level performance targets in all core content areas as Columbia Elementary fully implements Common Core State Standard instruction. The curriculum that is presently being used includes Houghton Mifflin reading textbooks, Houghton Mifflin Harcourt math textbooks and supplemental materials, Houghton Mifflin Science textbooks and supplemental workbooks, Pearson/Scott Foresman Social Studies text. Teachers have been trained in Academic Conversation techniques and strategies to use with the curriculum. These strategies include using a diverse array of speaking and listening strategies to reach all learners. Strategies include using the state standards to dissect the learning objective, math and reading skills tutorials, ELD tutorials, peer tutors, flexible ability groupings in math, reading and ELD, and team teaching.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Eastside Union School District is committed to providing all students opportunities to learn. Students at Columbia Elementary School are given more instructional minutes than required by the state of California in all Reading, Language Arts and Mathematics.

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Columbia Elementary School uses text and materials that are state adopted and approved by Eastside Union School District governing board in all core subjects; English Language Arts, Mathematics, Science and Social Studies. All students at Columbia Elementary School have access to text and material at school and working material that can be also used at home to reinforce student learning.

Columbia Elementary School teachers and administration agreed to set the learning standards at a high level for all students and every level. Teachers prepare lessons using Depths of Knowledge (DOK) action verbs to assure higher level thinking. When writing lesson plans teachers write their lessons at the level of understanding or above using the Bloom's Taxonomy Learning Scale. Teachers use their PLC and grade level discussion time to align their curriculum, develop assessments and prepare lessons for the coming week. The Eastside Union School District in conjunction with the elementary schools have created a District common core pacing guide that is being utilized district wide.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials In these areas are available to all students and teachers at Columbia Elementary School. Textbooks are based on the current state standards. The 2016 Williams Instructional Materials visitation found Columbia Elementary School sufficient in state and board adopted textbooks in all core content areas. These texts are available to all students so that they may complete both classroom and homework assignments. Standards aligned programs, such as Accelerated Reader are used to differentiate instruction for students performing below, at, or above grade level in English Language Arts. Columbia is using Accelerated Math program to differentiate instruction for students performing below, at, or above grade level in mathematics. Teachers holding the appropriate certifications (CLAD, BCLAD, CTEL etc.) provide English Language Development instruction for 45 minutes daily through the use of the Imagine Learning program. Appropriate, standards-based ELD curriculum is utilized. ELD Instruction is supplemented throughout the instructional day by the use of SDAIE techniques, AVID support strategies, IQT (Teach Like a Champion) Techniques, best practices developed by the Columbia faculty, and necessary modifications as needed. Special Education programs use core content curriculum. Touch Math and ZooPhonics are supplemental materials used to support each student's individual goals and provide access to grade level standards and content.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Eastside Union School District uses standards-aligned instructional materials for all students. Columbia Elementary School uses RTI strategies, SST meetings and PLC discussions to intervene in areas where students demonstrate the need for further support and assistance. Grade levels have also provided lunch time and recess tutoring opportunities for struggling students and/or students that have need to make up missed work. All students have access to these opportunities through teacher observations and assignment through student content performance data.

## Opportunity and Equal Educational Access

#### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services funded through the regular program funds are provided to enable underperforming students to meet standards. When necessary teachers provide small group and individualized instruction. English Language Development is provided for students that are limited English proficient. Additional services and assessments are utilized to determine if students qualify and meet eligibility criteria for special education services (i.e. Speech and Language Services, Resource Specialist Services, Special Day Class, Occupational Therapy, Adaptive Physical Education, and DIS Counseling. These programs establish Individualized Education Plans and goals for each student.



## Evidence-based educational practices to raise student achievement

Columbia Elementary School faculty, staff and administration believe that all levels of collaboration and program implementation affect student learning outcomes. It is expected that frequent collaboration surrounding instructional delivery methods, strategies and practices will enhance student learning and achievement. Columbia staff use a wide array of research based practices such as, Number Talks, Thinking Maps, Write from the Beginning, AVID, scaffolding and cooperative grouping. Whenever program development and instructional delivery method/practices are being discussed, EL, Special Education, and Gifted students are at the center of those discussions. In keeping to this focus, we believe it will assure that the researched based strategies that are being used are impacting every constituent group represented equally.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Eastside Union School district and Columbia Elementary School provide several opportunities for parents to receive "Parent Development" to assist with supporting their students. The following are some of the offerings available to parents; Parent Resource room with Bilingual Parent Liaison, EPAC, ELAC, SSC, Parent University, DELAC, Coffee with the Principal, the LCAP process, PBIS parent assemblies, Penny Lane referral services are offered to our parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Columbia Elementary School administration continuously promotes the importance for parental involvement through the use of AERIES Communication Tool, use of the school newsletters and announcements, principal discussions, Town Hall meetings, front office suggestion box, tutoring, Volunteer Opportunities, ELAC and School Site Council. We believe that parental involvement is a critical component to student learning and engagement. To enhance our opportunities for getting parents involved and hearing their concerns, we have provided all forms of communication in each student's home language. For parents needing translation services we have one certified clerk in our front office, we provide headsets for translation services to our parents during school wide meetings and the district provides translation services when needed for IEP, 504, SST and whole district parental meetings such as EPAC.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Classroom teachers provide additional services to under performing students utilizing supplemental instructional supports, materials, and supplies provided by categorical funding. In addition to utilizing the District adopted programs, teachers use materials, support strategies, techniques, and supplies that are specifically geared to enable under performing students to meet standards, (i.e. Accelerated Reader, AVID materials and supplies student planners, student binders, student pencil pouches, student highlighters, Write from the Beginning writing program, Thinking Maps organizational charts, and Critical Thinking (DOK wheels and leveled questions supplemental materials). Improved technology (Chromebooks, ChromeTabs, LCD projectors, document cameras, new computers, etc.) made possible by the use of categorical funds, are available to assist students in increasing achievement and meeting standards.

Fiscal support (EPC)

District and site level funding.

## Stakeholder Involvement

How, when, and with whom did the 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 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. 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. 2019/2020 School Site Council meetings in September and October 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.

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 health clerk. Two district nurses support 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. After this analysis, it was determined that no resource inequities exist across the district. Columbia Elementary does not have any identified resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.13%	0.14%	1	1	1
African American	19.9%	19.61%	20.06%	152	150	145
Asian	0.3%	0.13%	%	2	1	
Filipino	0.7%	1.18%	0.83%	5	9	6
Hispanic/Latino	67.9%	65.75%	66.25%	519	503	479
Pacific Islander	0.1%	0.13%	0.28%	1	1	2
White	8.5%	8.63%	8.3%	65	66	60
Multiple/No Response	%	%	%			
Total Enrollment				764	765	723

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	131	124	108
Grade 1	109	116	99
Grade 2	90	108	101
Grade3	87	99	107
Grade 4	120	90	98
Grade 5	110	114	88
Grade 6	117	114	122
Total Enrollment	764	765	723

### Conclusions based on this data:

1. Columbia has a high number of students that belong to the Hispanic/Latino 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

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	220	178	188	28.8%	23.3%	26.0%
Fluent English Proficient (FEP)	55	62	50	7.2%	8.1%	6.9%
Reclassified Fluent English Proficient (RFEP)	12	30	0	5.6%	13.6%	0.0%

### Conclusions based on this data:

1. Columbia was able to reclassify 13.6% 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	95	108	93	95	107	93	95	107	98.9	100	99.1
Grade 4	123	88	98	122	88	97	122	88	97	99.2	100	99
Grade 5	120	115	95	120	115	94	120	115	94	100	100	98.9
Grade 6	116	112	122	116	112	120	116	112	120	100	100	98.4
All Grades	453	410	423	451	410	418	451	410	418	99.6	100	98.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2344.	2361.	2345.	4.30	5.26	3.74	10.75	10.53	16.82	19.35	26.32	14.95	65.59	57.89	64.49
Grade 4	2415.	2400.	2409.	6.56	7.95	8.25	14.75	9.09	16.49	35.25	27.27	21.65	43.44	55.68	53.61
Grade 5	2431.	2432.	2443.	8.33	1.74	5.32	13.33	14.78	19.15	19.17	33.91	28.72	59.17	49.57	46.81
Grade 6	2449.	2476.	2468.	0.86	6.25	2.50	13.79	23.21	22.50	30.17	28.57	30.83	55.17	41.96	44.17
All Grades	N/A	N/A	N/A	5.10	5.12	4.78	13.30	14.88	18.90	26.39	29.27	24.16	55.21	50.73	52.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.38	5.26	11.21	20.43	41.05	37.38	74.19	53.68	51.40
Grade 4	6.56	6.82	9.28	53.28	43.18	43.30	40.16	50.00	47.42
Grade 5	12.50	4.35	10.64	35.00	49.57	43.62	52.50	46.09	45.74
Grade 6	1.72	9.82	11.67	43.97	44.64	33.33	54.31	45.54	55.00
All Grades	6.65	6.59	10.77	39.25	44.88	39.00	54.10	48.54	50.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.43	7.37	4.76	31.52	38.95	33.33	63.04	53.68	61.90
Grade 4	5.74	5.68	7.29	51.64	35.23	44.79	42.62	59.09	47.92
Grade 5	9.17	6.09	4.26	40.00	40.00	52.13	50.83	53.91	43.62
Grade 6	4.31	8.04	9.17	32.76	41.96	48.33	62.93	50.00	42.50
All Grades	6.22	6.83	6.51	39.56	39.27	44.58	54.22	53.90	48.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.38	6.32	7.48	49.46	56.84	49.53	45.16	36.84	42.99
Grade 4	3.28	6.82	7.22	63.93	62.50	61.86	32.79	30.68	30.93
Grade 5	5.83	2.61	4.26	61.67	54.78	58.51	32.50	42.61	37.23
Grade 6	0.86	6.25	1.67	63.79	66.07	69.17	35.34	27.68	29.17
All Grades	3.77	5.37	5.02	60.31	60.00	60.05	35.92	34.63	34.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.53	8.42	3.74	33.33	42.11	37.38	59.14	49.47	58.88
Grade 4	9.02	11.36	12.37	54.92	42.05	36.08	36.07	46.59	51.55
Grade 5	9.17	6.09	11.70	35.00	45.22	42.55	55.83	48.70	45.74
Grade 6	2.59	16.07	13.33	51.72	50.00	43.33	45.69	33.93	43.33
All Grades	7.10	10.49	10.29	44.35	45.12	39.95	48.56	44.39	49.76

#### 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 be implementing Data Dig days 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 program 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	95	109	93	95	108	93	95	108	98.9	100	99.1
Grade 4	123	88	98	122	88	97	122	88	97	99.2	100	99
Grade 5	120	115	96	120	115	94	120	115	94	100	100	97.9
Grade 6	116	112	122	116	112	121	116	112	121	100	100	99.2
All Grades	453	410	425	451	410	420	451	410	420	99.6	100	98.8

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2364.	2374.	2355.	1.08	2.11	2.78	20.43	16.84	10.19	24.73	25.26	17.59	53.76	55.79	69.44
Grade 4	2418.	2410.	2420.	2.46	2.27	5.15	14.75	7.95	16.49	38.52	39.77	30.93	44.26	50.00	47.42
Grade 5	2420.	2414.	2435.	1.67	0.00	5.32	4.17	7.83	7.45	20.00	13.91	31.91	74.17	78.26	55.32
Grade 6	2435.	2446.	2436.	0.86	3.57	3.31	6.03	7.14	7.44	29.31	28.57	30.58	63.79	60.71	58.68
All Grades	N/A	N/A	N/A	1.55	1.95	4.05	10.86	9.76	10.24	28.38	26.10	27.62	59.20	62.20	58.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.75	9.47	4.63	31.18	29.47	23.15	58.06	61.05	72.22
Grade 4	9.84	5.68	13.40	27.05	22.73	29.90	63.11	71.59	56.70
Grade 5	2.50	1.74	5.32	15.00	13.91	26.60	82.50	84.35	68.09
Grade 6	1.72	6.25	3.31	23.28	25.00	26.45	75.00	68.75	70.25
All Grades	5.99	5.61	6.43	23.73	22.44	26.43	70.29	71.95	67.14

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.23	11.58	7.41	43.01	31.58	27.78	53.76	56.84	64.81
Grade 4	4.92	2.27	9.28	45.08	39.77	30.93	50.00	57.95	59.79
Grade 5	4.17	3.48	3.19	25.83	18.26	32.98	70.00	78.26	63.83
Grade 6	0.86	2.68	3.31	31.03	37.50	28.10	68.10	59.82	68.60
All Grades	3.33	4.88	5.71	35.92	31.22	29.76	60.75	63.90	64.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.53	6.32	8.33	41.94	36.84	29.63	50.54	56.84	62.04
Grade 4	6.56	5.68	8.25	31.15	34.09	38.14	62.30	60.23	53.61
Grade 5	0.83	2.61	4.26	33.33	26.09	42.55	65.83	71.30	53.19
Grade 6	1.72	4.46	3.31	35.34	35.71	38.84	62.93	59.82	57.85
All Grades	3.99	4.63	5.95	35.03	32.93	37.14	60.98	62.44	56.90

**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 be implementing Data Dig days 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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1441.8	1409.2	1448.1	1424.5	1426.8	1372.7	26	19
Grade 1	1464.3	1439.3	1458.4	1454.0	1469.7	1424.1	26	21
Grade 2	1481.0	1475.7	1477.1	1475.9	1484.5	1475.0	27	23
Grade 3	1490.7	1479.4	1488.1	1481.3	1492.7	1476.9	32	22
Grade 4	1509.3	1519.2	1506.6	1521.2	1511.7	1516.9	21	33
Grade 5	1494.6	1524.6	1474.5	1524.8	1514.1	1523.9	22	21
Grade 6	1540.8	1504.9	1534.9	1500.3	1546.3	1508.9	22	30
All Grades							176	169

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	42.11	*	42.11	*	15.79	26	19
1	*	0.00	*	28.57	*	61.90	*	9.52	26	21
2	44.44	4.35	*	60.87	*	21.74	*	13.04	27	23
3	*	4.55	40.63	36.36	40.63	36.36	*	22.73	32	22
4	*	21.21	61.90	51.52	*	15.15	*	12.12	21	33
5		28.57	63.64	38.10	*	19.05	*	14.29	22	21
6	*	6.67	*	43.33	*	20.00		30.00	22	30
All Grades	26.70	10.06	40.34	43.79	24.43	28.99	8.52	17.16	176	169



<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15	0.00	*	63.16	*	26.32		10.53	26	19
1	50.00	0.00	*	66.67	*	28.57	*	4.76	26	21
2	62.96	13.04	*	65.22	*	13.04		8.70	27	23
3	*	27.27	43.75	31.82	*	27.27	*	13.64	32	22
4	*	48.48	52.38	33.33		12.12	*	6.06	21	33
5	*	47.62	59.09	33.33	*	9.52	*	9.52	22	21
6	50.00	36.67	*	26.67	*	13.33		23.33	22	30
All Grades	42.05	27.22	38.64	43.79	14.77	17.75	*	11.24	176	169

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	15.79	57.69	63.16	*	21.05	26	19
1	*	0.00	*	19.05	*	38.10	*	42.86	26	21
2	*	4.35	*	39.13	*	43.48	*	13.04	27	23
3	*	0.00	*	13.64	50.00	54.55	*	31.82	32	22
4	*	15.15	*	27.27	*	36.36	*	21.21	21	33
5	*	9.52	50.00	14.29	*	47.62	*	28.57	22	21
6	*	0.00	*	16.67	*	46.67	*	36.67	22	30
All Grades	18.75	4.73	30.11	21.30	30.68	46.15	20.45	27.81	176	169

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	69.23	0.00	*	89.47		10.53	26	19
1	46.15	47.62	46.15	47.62	*	4.76	26	21
2	66.67	21.74	*	73.91	*	4.35	27	23
3	*	9.09	56.25	63.64	*	27.27	32	22
4	*	36.36	76.19	57.58	*	6.06	21	33
5	*	19.05	50.00	71.43	*	9.52	22	21
6	50.00	26.67	50.00	53.33		20.00	22	30
All Grades	46.02	24.26	47.73	63.91	6.25	11.83	176	169

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.53	50.00	78.95	*	10.53	26	19
1	46.15	0.00	46.15	95.24	*	4.76	26	21
2	44.44	17.39	55.56	73.91		8.70	27	23
3	53.13	45.45	37.50	45.45	*	9.09	32	22
4	80.95	54.55	*	39.39	*	6.06	21	33
5	*	85.71	59.09	4.76	*	9.52	22	21
6	54.55	43.33	*	33.33		23.33	22	30
All Grades	48.30	38.46	44.32	50.89	7.39	10.65	176	169

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	61.54	84.21	*	15.79	26	19
1	*	0.00	*	42.86	*	57.14	26	21
2	51.85	4.35	*	78.26	*	17.39	27	23
3	*	0.00	59.38	50.00	34.38	50.00	32	22
4	*	12.12	57.14	63.64	*	24.24	21	33
5	*	9.52	68.18	57.14	*	33.33	22	21
6	*	3.33	*	30.00	*	66.67	22	30
All Grades	25.00	4.73	48.86	56.80	26.14	38.46	176	169

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15	15.79	*	63.16	*	21.05	26	19
1	*	0.00	46.15	57.14	*	42.86	26	21
2	*	0.00	62.96	86.96	*	13.04	27	23
3	*	0.00	65.63	77.27	*	22.73	32	22
4	*	24.24	61.90	54.55	*	21.21	21	33
5	*	14.29	81.82	61.90	*	23.81	22	21
6	*	13.33	77.27	70.00	*	16.67	22	30
All Grades	21.59	10.65	60.80	66.86	17.61	22.49	176	169

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
723	88.7	26.0	1.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	26.0
Foster Youth	14	1.9
Homeless	7	1.0
Socioeconomically Disadvantaged	641	88.7
Students with Disabilities	86	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	145	20.1
American Indian	1	0.1
Filipino	6	0.8
Hispanic	479	66.3
Two or More Races	30	4.1
Pacific Islander	2	0.3
White	60	8.3





### Conclusions based on this data:

- 88% of our student population falls in the socioeconomically disadvantaged category.
- 26% of the student population are in the EL category.
- CES will plan and implement programs to support our EL and Socioeconomically Disadvantaged students.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Yellow		

#### 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.

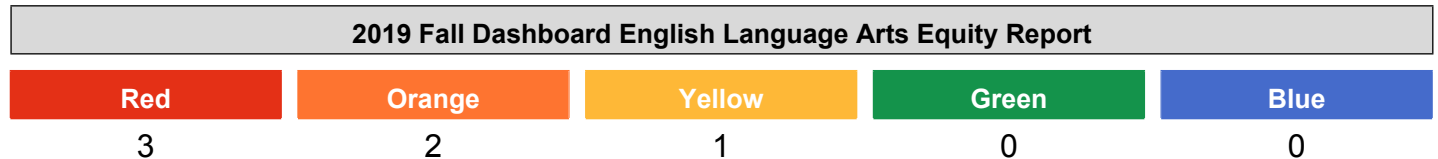
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 65.4 points below standard Maintained ++0.7 points 385	 Red 72.8 points below standard Declined -8.7 points 141	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 68 points below standard Maintained ++2.3 points 352	 Red 146.9 points below standard Declined -14.7 points 59



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Red 104.6 points below standard Declined -8.1 points 75	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Yellow 55.5 points below standard Increased ++8.3 points 261	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange 58.3 points below standard Declined -13.8 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 104.1 points below standard Declined -13.3 points 99	<b>Reclassified English Learners</b> 1.2 points above standard Increased ++13.9 points 42	<b>English Only</b> 64.3 points below standard Increased ++7.5 points 231
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#### Conclusions based on this data:

1. Our ELD students declined 13 points in ELA.
2. African American students declined 8 points in ELA.
3. Reclassified EL's increased their scores by 14 points.

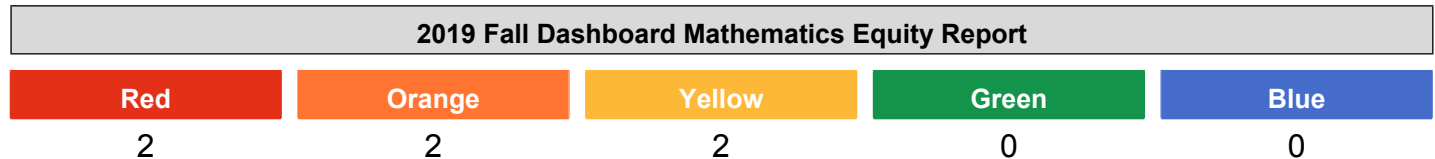
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 86.3 points below standard Increased ++4.4 points 385	<b>English Learners</b>  Orange 93.8 points below standard Declined -3 points 141	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Socioeconomically Disadvantaged</b>  Yellow 88.9 points below standard Increased ++4.8 points 352	<b>Students with Disabilities</b>  Red 179.2 points below standard Declined Significantly -29.3 points 59

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 130.5 points below standard Declined -4.8 points 75			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 75.4 points below standard Increased ++13.1 points 261	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 85.7 points below standard Declined Significantly -25.3 points 32

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.9 points below standard Declined -7.7 points 99	43.9 points below standard Increased Significantly ++15.4 points 42	84.5 points below standard Increased ++9.6 points 231

#### Conclusions based on this data:

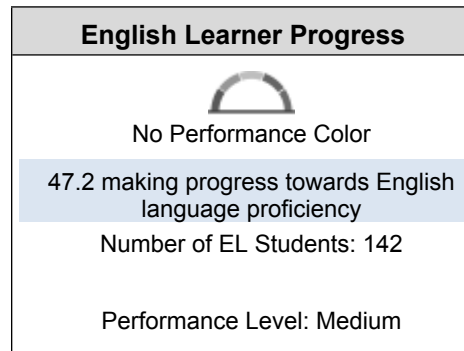
1. Students with Disabilities subgroup declined significantly.
2. All students increased their score by 4 points.
3. Current EL's declined in math by 7 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
28	47	1	66

#### 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

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
3	3	0	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 19.5 Increased +1.8 790	<b>English Learners</b>  Green 9.9 Declined -2.9 191	<b>Foster Youth</b>  No Performance Color 44.4 Increased +22.2 27
<b>Homeless</b>  No Performance Color 69.2 13	<b>Socioeconomically Disadvantaged</b>  Red 20.1 Increased +1.9 708	<b>Students with Disabilities</b>  Orange 19.8 Increased +0.9 111



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Red 32 Increased Significantly +6.1 172	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Orange 15 Maintained +0.4 505	<b>Two or More Races</b>  Orange 25.7 Declined -7.6 35	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Red 20.3 Increased +5.6 69

### 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 performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 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 or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

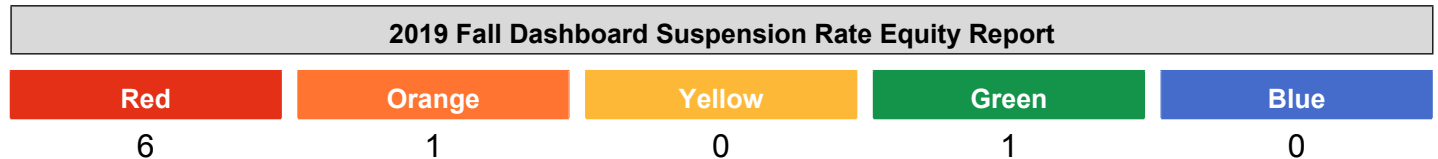
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 8 Increased Significantly +2.2 827	<b>English Learners</b>  Red 5.1 Increased Significantly +2.5 196	<b>Foster Youth</b>  Red 16.1 Increased +9.9 31
<b>Homeless</b>  No Performance Color 23.1 Increased +14 13	<b>Socioeconomically Disadvantaged</b>  Red 8.3 Increased Significantly +2.3 738	<b>Students with Disabilities</b>  Red 10.2 Increased +4.8 118

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Red 19.9 Increased Significantly +7 181	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 6
<b>Hispanic</b>  Orange 4.7 Increased +1 530	<b>Two or More Races</b>  Red 8.6 Increased +0.9 35	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2	<b>White</b>  Green 2.8 Declined -1.3 72

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.7	8

#### Conclusions based on this data:

- Overall, CES suspension rate increased very slightly by 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.
- 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.

## LEA/LCAP Goal

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

### Goal 1

Columbia Elementary School will increase student achievement, especially in English Language Arts (ELA) and Mathematics. All students in all grade levels will improve their reading and language skills using grade level appropriate materials as well as support from extended learning opportunities. Student performance in the annual CAASPP will increase. Performance within the STAR 360 SUITE assessment program will also increase. Students scoring at grade level for the annual ELA CAASPP will increase from 14.88% to 44%. Upon review of the data, 29.9% 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 grade level appropriate materials as well as support from Extended Learning opportunities. Student performance in the annual CAASPP will increase. Students scoring at grade level for the annual CAASPP will increase from 9.7% to 36% . Upon review of the data, 26.1% 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.

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 ELD time for all ELPAC tested second language learners with the district adopted EL 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.

## Identified Need

While English Language Arts (ELA) achievement was maintained, our overall achievement continues to be a challenge. Students who met the standard grew 0.7 points from the previous school year. We are still 65.4 points below the State Standard. Mathematics achievement increased 4.4 points from the previous school year. This growth moved Columbia to the "Orange." With this growth, Columbia is still 86.3 points below the State Standard. Based on the ELA STAR 360 Mid-Year assessment, students in grades 2-6 had an average SGP of 44.4, compared to 2018-2019 school year SGP of 36. Based on the Math STAR 360 mid-Year assessment, students in grades 2-6 had an average SGP of 40.2, compared to 2018-2019 school year SGP of 34.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	14.88%	44%
CAASPP Math Results	9.76%	36%
ELPAC Results	18.3%	22%
STAR 360 Reading Results	44.4 SGP	75 SGP
STAR 360 Math Results	40.2 SGP	75 SGP

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

#### Strategy 1- Activity 1

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. Conferences and travel expenses will be included and considered to ensure ongoing professional development that focuses 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 writing, tasks, and other forms of assessment within an environment that promotes inquiry and learning. Columbia administrators will plan and conduct one-on-one structured collaboration with certificated staff and focus on current data from STAR 360 suite, CAASPP website and other forms of data and assessment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
26,100	Title I
5,000	Title I
2,520	Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



## All Students

### Strategy/Activity

#### Strategy 1- Activity 2

We will provide a comprehensive assessment system and differentiated instruction for all students. We will focus on assessment-based instruction using common assessment data. Grade levels will conduct Data Dig Collaboration time within their grade levels in order to focus on improving quality instruction.

We will provide hourly compensated extended time for teachers and/or substitutes for teacher release time and coaching to support program implementation and differentiated instruction planning.

Teachers will be provided materials and supplies to maintain adequate function and ease of use of computer based assessment and instructional software.

Teachers will be trained during Professional Development on District Adopted Curriculum focusing on Phonics instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2,200

Title I

7,500

Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Foster Youth

Low Income

Students with Disabilities

African American student subgroup

### Strategy/Activity

#### Strategy 1- Activity 3

Plan and implement an extensive Extended Learning Opportunity (ELO) program for identified students.

- Daily after school extended learning sessions
- Saturday Academic Camps
- Little Whisk Cooking Academy
- Columbia Chess Club
- STEAM Club
- Coding Club
- Reflex Math

- Edu-type Keyboarding

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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
32,760	Title I
5,000	Title I
3,295	Title I
2,800	Title I
15,917	Title I
18,031	Title I

## Annual Review

### SPSA Year Reviewed: 2019-20

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 deleted.

## ANALYSIS

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

### Goal #1: Academic Achievement

#### Strategy 1- Activity 1

CES provided 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. Conferences and travel expenses were provided 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 writing, 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 STAR 360 suite, CAASPP website and other forms of data and assessment.

## Strategy 1- Activity 2

CES provided a comprehensive assessment system and differentiated instruction for all students.

The following software programs along with District implemented software were acquired to support implementation of our assessment program:

- DIBELS
- Read Naturally

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.

Due to Covid-19 closure, Teachers were not trained during Professional Development on District Adopted Curriculum focusing on Phonics instruction.

## Strategy 1- Activity 3

CES planned and implemented an extensive Extended Learning Opportunity (ELO) program for identified students.

Daily after school extended learning sessions

Saturday Academic Camps

Little Whisk Cooking Academy

AV Chess Club

Due to Covid 19 closure, Summer bridge program was not conducted for the 19-20 school year.

CES utilized Dashboard, CAASPP, Benchmark, Survey, and demographic data to identify students needing support and ensured that they were invited to participate in the ELO program. The identified ELO programs helped support CCSS standards for ELA, Math and Science. The programs also supported grade level identified student needs based on assessment data.

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

Due to Covid 19 closure, Columbia Certificated staff were not trained during a Professional Development session on District adopted curriculum. Also, a Summer Bridge program was not completed due to Covid 19.

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.

Based on stakeholder input, more ELO's are wanted. We will be adding additional Saturday Academic camps as well as more ELO activities and opportunities. SPSA Goal 1, Strategy 1, Activity 3

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

GOAL #2 Promote a Safe and Caring Learning Environment

## Goal 2

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

## Identified Need

School Climate: Suspension rate, increased by 2.2% and remains in the "red" category with several student groups in the "red" category. Attendance rate continues to average close to 94% Chronic absenteeism rate is approximately 19.5% which grew 1.8%. Serving Foster Youth students has been challenging. This student group is in the lowest category for both Suspension Rate and English Language Arts achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Suspension Rate	8%	4%
Attendance Rate	94%	98%
Chronic Absenteeism Rate	19.5%	10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Strategy / Activity 1

The district OLWEUS program 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 expectation as related to campus conduct and behavior. Parent workshops will be conducted to support parents' understanding of the OLWEUS program and encourage implementation of positive behaviors off campus as well. CES will plan and implement parent workshops to continue the roll out of Move This World to our students' parents.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners  
Foster Youth  
Low Income  
African American student subgroup  
Student's with disabilities

#### Strategy/Activity

In order to support students' Social and Emotional Development, the school will design and implement a PD program for our classified employees to support OLWEUS and Move This World implementation.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1,000

LCFF

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Strategy 1- Activity 3  
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. We will foster a culture of attendance through quarterly and monthly attendance incentives school wide and in individual classrooms. As a school, we will contact parents and families to discuss attendance, tardies, and truancy policies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,500	LCFF

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Foster Youth Low Income African American student subgroup
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**Strategy/Activity**

Strategy 1- Activity 4 Columbia will plan and implement a mentorship program to assist identified students with Social Emotional Learning and Academics.
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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
12,480	Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students
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**Strategy/Activity**

Strategy 1- Activity 5 Columbia will plan and implement Structured Recess for students needing extra assistance during recess.
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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
4,160	Title I

# Annual Review

## SPSA Year Reviewed: 2019-20

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 deleted.

## ANALYSIS

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

Goal #2 Promote Increased Involvement of Families

Strategy / Activity 1

CES planned and implemented several family engagement events/workshops collaboratively with the CES Parent Liaison to promote parent/family engagement opportunities.

Strategy 1- Activity 2

Parent Resource Room was furnished with supplies that promoted collaboration with parents and families at Columbia Elementary School

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

None

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.

Goal has been changed to promoting a safe and caring learning environment. Parent Involvement has been moved to Goal 3 for the 2020 - 2021 SPSA.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #3 Foster a Team Commitment

## Goal 3

Columbia Elementary School will promote the increased involvement of families. We will increase parent involvement through school sponsored functions, including family math nights, family/principal meetings, Literacy Night, English classes, parenting classes, ELAC, School Site Council meetings, Coffee and Conversation meetings, Student of the Month and Semester assemblies. Our Parent Teacher Association will participate in various fundraisers and school functions along with our activities committee.

## Identified Need

Parent involvement is a key factor to student success. Parent and family involvement improved last year and will continue to improve by assessing family and parent needs. The Panorama Parent Survey indicated that parents are aware of the parent involvement activities within the District and Columbia.

Parent Sign in Sheets as well as surveys will show an increase in family engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Parent Survey		
Parent Involvement Sign In Sheets		
Parent Resource Room Sign In Sheets		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Strategy / Activity 1

CES will plan and implement family engagement events/workshops collaboratively with the CES Parent Liaison to promote parent/family engagement opportunities.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1,325	Title I

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students
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**Strategy/Activity**

Strategy 1- Activity 2 Parent Resource Room will be furnished with supplies that promote collaboration with parents and families at Columbia Elementary School.
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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
1,000	Title I

**Annual Review**

**SPSA Year Reviewed: 2019-20**

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 deleted.

**ANALYSIS**

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

GOAL #3 Maintain a safe learning environment designed to enhance students' opportunities to learn  Strategy / Activity 1 The district OLWEUS program continued to be implemented to assist students in understanding the expectation for proper conduct and behavior. Assemblies and walkthroughs were conducted to assure student clarification of the expectation as related to campus conduct and behavior. Parent workshops were conducted to support parents' understanding of the OLWEUS program and encourage implementation of positive behaviors off campus as well. CES planned and implemented parent workshops that continued the roll out of Move This World to our students' parents.  Strategy / Activity 2
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In order to support students' Social and Emotional Development, the school designed and implemented a PD program for our classified employees to support OLWEUS and Move This World implementation.

Strategy 1- Activity 3

Columbia Elementary school continued to improve our attendance program through the use of Attention 2 Attendance and the Los Angeles County Abolish Chronic Truancy (A2A and ACT) programs.

Strategy 1- Activity 4

Due to the Covid-19 closure, Columbia was not able to implement a mentor program to assist identified students with SEL and Academics.

Strategy 1- Activity 5

Columbia planned and implemented Structured Recess for students needing extra assistance during recess.

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

Due to the Covid-19 closure, Columbia was not able to implement a mentor program to assist identified students with SEL and Academics.

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.

19-20 SPSA Goal 3 has been moved to Goal 2 for the 2020 - 2021 SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 9

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 10

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$142,588.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$140,088.00

Subtotal of additional federal funds included for this school: \$140,088.00

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 (\$)
LCFF	\$2,500.00

Subtotal of state or local funds included for this school: \$2,500.00

Total of federal, state, and/or local funds for this school: \$142,588.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Ed Beleno	Principal
Sharon Foster	Classroom Teacher
Michael Guzman	Classroom Teacher
Harold Ritch	Classroom Teacher
Carolyn Day	Other School Staff
Tiffany Lizzaraga	Parent or Community Member
Maria Morales	Parent or Community Member
Cathleen Murillo	Parent or Community Member
Bernice Rodriguez	Parent or Community Member
Mercedes Rodriguez	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:

<b>Signature</b>	<b>Committee or Advisory Group Name</b>
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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 05/27/2020.

Attested:



Principal, Mr. Ed Beleno on 05/27/2020



SSC Chairperson, Tiffany Lizarraga on 05/27/2020

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.



## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019