School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Columbia Elementary School
Address	2640 East Avenue J-4 Lancaster, CA 93535
County-District-School (CDS) Code	19644776106421
Principal	Ed Beleno
District Name	Eastside Union Elementary School District
SPSA Revision Date	August 1, 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

School Vision

Columbia Elementary School students, parents, community, and staff believe in education with a focus on college awareness and readiness. We are committed to preparing our children for a successful academic future in higher education (college, vocational education, and a trade-oriented work force) and we will work collaboratively to provide a quality instructional program, which motivates and meets the needs of each child in a positive and nurturing environment.

We envision Columbia as a school where:
- Higher education (college) is a goal for all students
- The entire Columbia community is focused on learning to improve the achievement of all students
- Technology is used to give all students access to curriculum
- The whole child is considered when decisions are made within the academic or behavioral spectrums
- Civic pride, leadership, and responsibility are all foci for our 21st Century Learners.

Columbia will be recognized as a school where students receive a balanced education, which focuses on their physical, emotional, social, and academic needs. We will promote open communication with all stakeholders to regularly assess and address the changing needs of students and our community.

School Mission

"We are a committed community of educational professionals that continuously seek creative ways to effectively improve our instructional and organizational practices; to enhance the learning of our students, to actively involve parents and our community and collaboratively develop the most efficient instructional delivery systems that result in student achievement at all levels."

School Profile

Tierra Bonita North Elementary School first opened its doors as a temporary school on August 11, 1997. The name was changed to Columbia Elementary School when the new facility opened on August 14, 2006.

Columbia is located in the Antelope Valley, sixty miles northeast of Los Angeles. It is one of five schools in the Eastside Union School District. Columbia offers a TK-6 educational program in a modified-traditional system. The school consists of 1 principal, 1 assistant principal, 32 certificated teaching staff, 1 Resource Teacher, 1 speech pathologist, 1 school psychologist, 1 elementary school counselor and 17 classified staff members.

Columbia serves a population of 770 students. The ethnic composition of our student body is a reflection of the diversity of Lancaster: Hispanic or Latino (66%), American Indian or Alaska Native (.13%), Asian (.13%), Pacific Islander (.13%), Filipino (1.17%), Black or African American (19%), White (8%), Two or More Races (4.44%).
Students have equal access to, and participate in, the core curriculum through their regular classroom teachers and/or specialists. Teachers in the classrooms use many strategies and techniques (i.e. cooperative learning, small group instruction, and peer tutoring, AVID college readiness strategies), and teachers are trained from grades TK-6 in the use of AVID strategies to achieve exceptional common core instruction, allowing for EL, and Special Education students to have full access to the core curriculum.

The teachers at Columbia Elementary have a California endorsement to service the needs of our English Learners. These students receive instruction that provides more hands-on learning, small group activities, peer tutoring, technology, and the use of SDAIE strategies. A designated ELD time is also utilized daily to support English Learners at Columbia.

We highly value and encourage parent and teacher support and involvement. Opportunities for parent and/or teacher participation include Site Leadership team, Columbia Parent Teacher Association, School Site Council, English Language Advisory Committee, as well as ample opportunity to provide feedback on the school through climate surveys. Columbia Elementary will be planning and facilitating a Parent University program as well as Coffee and Conversation sessions. These programs will provide parents the opportunities to learn about the programs and services provided by the Eastside Union School District. Communication through parent conferences, progress reports, awards assemblies,

the student study team process, and the school's open door policy provide regular feedback to parents regarding the academic growth of their child.

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. 2018-2019 School Site Council meetings in September and October were utilized as a study session to review the current SPSA and update.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.1%	0.13%	2	1	1
African American	20.7%	19.9%	19.61%	158	152	150
Asian	0.3%	0.3%	0.13%	2	2	1
Filipino	0.9%	0.7%	1.18%	7	5	9
Hispanic/Latino	66.2%	67.9%	65.75%	505	519	503
Pacific Islander	0.1%	0.1%	0.13%	1	1	1
White	8.7%	8.5%	8.63%	66	65	66
Multiple/No Response	2.9%	0.0%	0%	22	0	0
			Total Enrollment	763	764	765

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		131	124
Grade 1		109	116
Grade 2		90	108
Grade3		87	99
Grade 4		120	90
Grade 5		110	114
Grade 6		117	114
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		764	765

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.

3. Columbia currently has the highest number of student enrollment in the EUSD.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	214	220	178	28.0%	28.8%	23.3%
Fluent English Proficient	63	55	62	8.3%	7.2%	8.1%
Reclassified Fluent English Proficient	28	12	30	12.9%	5.6%	13.6%

Conclusions based on this data:

1. Columbia was able to reclassify 13.6% of our EL students

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

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

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	125	94	95	120	93	95	120	93	95	96	98.9	100
Grade 4	124	123	88	122	122	88	121	122	88	98.4	99.2	100
Grade 5	108	120	115	107	120	115	106	120	115	99.1	100	100
Grade 6	98	116	112	97	116	112	96	116	112	99	100	100
All Grades	455	453	410	446	451	410	443	451	410	98	99.6	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2373.	2344.	2361.	5	4.30	5.26	18	10.75	10.53	32	19.35	26.32	45	65.59	57.89
Grade 4	2393.	2415.	2400.	7	6.56	7.95	10	14.75	9.09	22	35.25	27.27	61	43.44	55.68
Grade 5	2434.	2431.	2432.	3	8.33	1.74	19	13.33	14.78	25	19.17	33.91	54	59.17	49.57
Grade 6	2451.	2449.	2476.	0	0.86	6.25	16	13.79	23.21	34	30.17	28.57	50	55.17	41.96
All Grades	N/A	N/A	N/A	4	5.10	5.12	16	13.30	14.88	28	26.39	29.27	53	55.21	50.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	5.38	5.26	43	20.43	41.05	51	74.19	53.68
Grade 4	5	6.56	6.82	34	53.28	43.18	61	40.16	50.00
Grade 5	6	12.50	4.35	38	35.00	49.57	57	52.50	46.09
Grade 6	0	1.72	9.82	34	43.97	44.64	66	54.31	45.54
All Grades	5	6.65	6.59	37	39.25	44.88	58	54.10	48.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	5.43	7.37	49	31.52	38.95	44	63.04	53.68
Grade 4	4	5.74	5.68	44	51.64	35.23	52	42.62	59.09
Grade 5	6	9.17	6.09	39	40.00	40.00	56	50.83	53.91
Grade 6	2	4.31	8.04	48	32.76	41.96	50	62.93	50.00
All Grades	5	6.22	6.83	45	39.56	39.27	50	54.22	53.90

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	5	5.38	6.32	70	49.46	56.84	25	45.16	36.84
Grade 4	7	3.28	6.82	63	63.93	62.50	30	32.79	30.68
Grade 5	3	5.83	2.61	63	61.67	54.78	34	32.50	42.61
Grade 6	2	0.86	6.25	71	63.79	66.07	27	35.34	27.68
All Grades	5	3.77	5.37	67	60.31	60.00	29	35.92	34.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	4	7.53	8.42	53	33.33	42.11	43	59.14	49.47
Grade 4	7	9.02	11.36	40	54.92	42.05	52	36.07	46.59
Grade 5	8	9.17	6.09	58	35.00	45.22	33	55.83	48.70
Grade 6	8	2.59	16.07	55	51.72	50.00	36	45.69	33.93
All Grades	7	7.10	10.49	51	44.35	45.12	42	48.56	44.39

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 implementing an 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

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	125	94	95	120	93	95	120	93	95	96	98.9	100
Grade 4	124	123	88	122	122	88	121	122	88	98.4	99.2	100
Grade 5	108	120	115	106	120	115	106	120	115	98.1	100	100
Grade 6	98	116	112	96	116	112	96	116	112	98	100	100
All Grades	455	453	410	444	451	410	443	451	410	97.6	99.6	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2391.	2364.	2374.	6	1.08	2.11	20	20.43	16.84	32	24.73	25.26	43	53.76	55.79
Grade 4	2395.	2418.	2410.	0	2.46	2.27	7	14.75	7.95	30	38.52	39.77	64	44.26	50.00
Grade 5	2418.	2420.	2414.	0	1.67	0.00	5	4.17	7.83	21	20.00	13.91	75	74.17	78.26
Grade 6	2440.	2435.	2446.	0	0.86	3.57	8	6.03	7.14	30	29.31	28.57	61	63.79	60.71
All Grades	N/A	N/A	N/A	2	1.55	1.95	10	10.86	9.76	28	28.38	26.10	60	59.20	62.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	10.75	9.47	39	31.18	29.47	47	58.06	61.05
Grade 4	2	9.84	5.68	15	27.05	22.73	83	63.11	71.59
Grade 5	0	2.50	1.74	13	15.00	13.91	87	82.50	84.35
Grade 6	2	1.72	6.25	26	23.28	25.00	72	75.00	68.75
All Grades	5	5.99	5.61	23	23.73	22.44	72	70.29	71.95

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	3.23	11.58	42	43.01	31.58	49	53.76	56.84
Grade 4	3	4.92	2.27	36	45.08	39.77	61	50.00	57.95
Grade 5	0	4.17	3.48	27	25.83	18.26	73	70.00	78.26
Grade 6	1	0.86	2.68	36	31.03	37.50	63	68.10	59.82
All Grades	4	3.33	4.88	35	35.92	31.22	61	60.75	63.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	7.53	6.32	55	41.94	36.84	36	50.54	56.84
Grade 4	2	6.56	5.68	31	31.15	34.09	68	62.30	60.23
Grade 5	3	0.83	2.61	32	33.33	26.09	65	65.83	71.30
Grade 6	0	1.72	4.46	50	35.34	35.71	50	62.93	59.82
All Grades	4	3.99	4.63	42	35.03	32.93	55	60.98	62.44

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 be implementing an 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

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1441.8	1448.1	1426.8	26
Grade 1	1464.3	1458.4	1469.7	26
Grade 2	1481.0	1477.1	1484.5	27
Grade 3	1490.7	1488.1	1492.7	32
Grade 4	1509.3	1506.6	1511.7	21
Grade 5	1494.6	1474.5	1514.1	22
Grade 6	1540.8	1534.9	1546.3	22
All Grades				176

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*	*	*	26
Grade 1	*	*	*	*	*	*	*	*	26
Grade 2	12	44.44	*	*	*	*	*	*	27
Grade 3	*	*	13	40.63	13	40.63	*	*	32
Grade 4	*	*	13	61.90	*	*	*	*	21
Grade 5			14	63.64	*	*	*	*	22
Grade 6	*	*	*	*	*	*			22
All Grades	47	26.70	71	40.34	43	24.43	15	8.52	176

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	12	46.15	*	*	*	*			26
Grade 1	13	50.00	*	*	*	*	*	*	26
Grade 2	17	62.96	*	*	*	*			27
Grade 3	*	*	14	43.75	*	*	*	*	32
Grade 4	*	*	11	52.38			*	*	21
Grade 5	*	*	13	59.09	*	*	*	*	22
Grade 6	11	50.00	*	*	*	*			22
All Grades	74	42.05	68	38.64	26	14.77	*	*	176

Written Language
Number and Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4 #	Level 4 %	Level 3 #	Level 3 %	Level 2 #	Level 2 %	Level 1 #	Level 1 %	Total Number of Students
Grade K	*	*	*	*	15	57.69	*	*	26
Grade 1	*	*	*	*	*	*	*	*	26
Grade 2	*	*	*	*	*	*	*	*	27
Grade 3	*	*	*	*	16	50.00	*	*	32
Grade 4	*	*	*	*	*	*	*	*	21
Grade 5	*	*	11	50.00	*	*	*	*	22
Grade 6	*	*	*	*	*	*	*	*	22
All Grades	33	18.75	53	30.11	54	30.68	36	20.45	176

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	18	69.23	*	*			26
Grade 1	12	46.15	12	46.15	*	*	26
Grade 2	18	66.67	*	*	*	*	27
Grade 3	*	*	18	56.25	*	*	32
Grade 4	*	*	16	76.19	*	*	21
Grade 5	*	*	11	50.00	*	*	22
Grade 6	11	50.00	11	50.00			22
All Grades	81	46.02	84	47.73	11	6.25	176

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	13	50.00	*	*	26
Grade 1	12	46.15	12	46.15	*	*	26
Grade 2	12	44.44	15	55.56			27
Grade 3	17	53.13	12	37.50	*	*	32
Grade 4	17	80.95	*	*	*	*	21
Grade 5	*	*	13	59.09	*	*	22
Grade 6	12	54.55	*	*			22
All Grades	85	48.30	78	44.32	13	7.39	176

<table>
<tr><td colspan="8" align="center">Reading Domain
Number and Percentage of Students by Domain Performance Level for All Students</td></tr>
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Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	16	61.54	*	*	26
Grade 1	*	*	*	*	*	*	26
Grade 2	14	51.85	*	*	*	*	27
Grade 3	*	*	19	59.38	11	34.38	32
Grade 4	*	*	12	57.14	*	*	21
Grade 5	*	*	15	68.18	*	*	22
Grade 6	*	*	*	*	*	*	22
All Grades	44	25.00	86	48.86	46	26.14	176

<table>
<tr><td colspan="8" align="center">Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students</td></tr>
</table>

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	46.15	*	*	*	*	26
Grade 1	*	*	12	46.15	*	*	26
Grade 2	*	*	17	62.96	*	*	27
Grade 3	*	*	21	65.63	*	*	32
Grade 4	*	*	13	61.90	*	*	21
Grade 5	*	*	18	81.82	*	*	22
Grade 6	*	*	17	77.27	*	*	22
All Grades	38	21.59	107	60.80	31	17.61	176

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

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 program as well as ensuring that stakeholder input is garnered will improve suspension rates as well the other state indicators.

School and Student Performance Data

Status and Change Report
Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

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 have been 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

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. Overall, CES suspension rate increased very slightly by 0.4% Five out of eight students groups' suspension rates declined.

2. We will continue to utilize the PBIS system in order to support students in recognizing and utilizing positive behaviors at CES.

3. Although it has decreased significantly, the number of African American students and Students with Disability being suspended is still high at 9.3% and 9.9%.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

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

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

ELA California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

English Language Arts (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

EL - Reclassified Only

EL - English Learner Only

English Only

Math California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

Mathematics (3-8)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	()	()

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report
Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**

Graduation

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	**Chronic Absenteeism**	**Suspension Rate**	**English Learner Progress**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**College/ Career**
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement: English/Language Arts and Mathematics

Goal Statement

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. Student performance in the annual CAASPP will increase. Students scoring at grade level for the annual CAASPP will increase from 14.88% to 44%. Upon review of the data, 29.9% of students nearly met the state standards in ELA. 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. Student performance in the annual CAASPP will increase. Students scoring at grade level for the annual CAASPP will increase from 9.6% to 36% . Upon review of the data, 26.1% of students nearly met the state standards in Mathematics. 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.

In order to meet all AMAO's for English learners 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 ELA EL curriculum. All ELD students will have the opportunity to participate in extra tutoring for learning English either after school or during school hours. The Principal/Assistant Principal will work with the ELD programs, including monitoring ELD instructional time, Extended Learning Opportunities, tutoring, identification process and EL students' access to core curriculum.

LCAP Goal

GOAL 1: Increase student achievement, especially in English Language Arts and Mathematics.

Basis for this Goal

While English Language Arts (ELA) achievement was maintained, our overall achievement continues to be a challenge. Students who met the standard grew from 13.30% to 14.8% from the 16-17 school year to 17-18 school year. 865 of our students are not meeting grade level standards in ELA. Mathematics achievement continues to be in the "low" category and declined by 1% for all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA Results	14.88%	44%
CAASPP Math Results	9.76%	36%
ELPAC Results	18.3%	22%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/2018 - 11/7/2019

Person(s) Responsible

Administrators
Grade-Level Chairpersons
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for certificated staff members to conduct an extended Learning Opportunity Program for the 2018-2019 school year
Amount	0
Amount	0
Amount	0

Strategy/Activity 2

Focus on assessment-based instruction using common assessment data. Conduct Data Dig Collaboration Time with Grade Levels in order to focus on improving quality instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

11/7/2018 - 11/7/2019

Person(s) Responsible

Administrators
Grade-Level Chairpersons
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,500

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Grade level PLC with administrators to conduct Data Dig meetings. Substitute Salaries for Teacher release.

Strategy/Activity 3

Administrators will conduct Professional Learning Walks as well as calibration collaboration time with certificated staff.

Students to be Served by this Strategy/Activity

All Students

Timeline

11/7/2018 - 11/7/2019

Person(s) Responsible

Administrators
Grade-Level Chairpersons
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,500.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teachers needed in order to conduct PLW's as well as collaboration time with staff.

Strategy/Activity 4

Provide supplemental instructional materials and technology. Purchase additional technology pieces for students to participate in daily intervention.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/2017 - 11/7/2018

Person(s) Responsible

Administrators
Grade-Level Chairpersons
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	30,000

Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Supplies/ Technology

Strategy/Activity 5

Professional Development for certificated staff will be planned and implemented in order to provide staff members with highly effective professional development in order to improve instruction and student success.

Students to be Served by this Strategy/Activity

All Students

Timeline

11/7/18-11/7/19

Person(s) Responsible

Administrators
Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Certificated Staff will attend high quality professional development that will enrich their quality of instruction.

Amount	10,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Staff will attend high quality professional development that will enrich their quality of instruction.

Strategy/Activity 6

Provide a Chess Club in order to help improve mathematical strategy and thinking.

Focusing - Children are taught the benefits of observing carefully and concentrating. If they don't watch what is happening, they can't respond to it, no matter how smart they are.

Visualizing - Children are prompted to imagine a sequence of actions before it happens. We actually strengthen the ability to visualize by training them to shift the pieces in their mind, first one, then several moves ahead.

Thinking Ahead - Children are taught to think first, then act. We teach them to ask themselves "If I do this, what might happen then, and how can I respond?" Over time, chess helps develop patience and thoughtfulness.

Weighing Options - Children are taught that they don't have to do the first thing that pops into

their mind. They learn to identify alternatives and consider the pros and cons of various actions.

Analyzing Concretely - Children learn to evaluate the results of specific actions and sequences. Does this sequence help me or hurt me? Decisions are better when guided by logic, rather than impulse.

Thinking Abstractly - Children are taught to step back periodically from details and consider the bigger picture. They also learn to take patterns used in one context and apply them to different, but related situations.

Planning - Children are taught to develop longer range goals and take steps toward bringing them about. They are also taught the need to reevaluate their plans as new developments change the situation.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/18-11/7/19

Person(s) Responsible

Administrators
Certificated Staff
AV Chess Club

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AV Chess Club

Strategy/Activity 7

Support the implementation of AVID strategies in the classroom. Purchase AVID supplies for students for use in the classroom.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/18 - 11/7/19

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	AVID supplies for students for use in the classroom.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Family Engagement

Goal Statement

Columbia Elementary School will promote the increased involvement of families. We will increase parent involvement through school sponsored functions, including family game nights, family/principal meetings, Literacy Night, English classes, parenting classes, ELAC, School Site Council meetings, Town Hall 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.

LCAP Goal

GOAL 2: Promote increased involvement of families.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Sign in Sheets	25%	45%
Parent Survey (New Format)	N/A	85%

Planned Strategies/Activities

Strategy/Activity 1

1. Spirit Assemblies to recognize achievements (good deeds, behavior, helpfulness)
2. Student of the Month and Semester awards assemblies.
3. Literacy Night
4. Family Game Nights,
5. School Site Council Meetings.
6. Purchase materials and supplies for Title I, ELAC, etc. (Invitations, flyers, notices, refreshments, etc.)

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/18-11/7/19

Person(s) Responsible

Administrators

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Assemblies/Workshops

Amount	8,421
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Supplies

Strategy/Activity 2

Parent Resource Room will be made available for Columbia families to utilize when needed. Workshops will be planned and implemented to support families of CES students.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/18 - 11/7/19

Person(s) Responsible

Parent Liaison
Administrators

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Workshops

Amount	2,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description

Materials/Incentives

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Maintaining a Safe Learning Environment

Goal Statement

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

LCAP Goal

GOAL 3: Maintain a safe learning environment designed to enhance students' opportunities to learn

Basis for this Goal

School Climate: Suspension rate, increased by .5% and remains in the "high" category with several student groups in the high category. Attendance rate continues to average close to 94%. Chronic absenteeism rate is approximately 12.9% district wide. Serving Foster Youth students has been challenging. This student group is in the lowest category for both Suspension Rate and English Language Arts achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Office Referral Documents (BTD) New Format	126	60
Suspension Rate	4.3%	2%
Attendance Rate	94%	98%

Planned Strategies/Activities

Strategy/Activity 1

The district PBIS program will 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 introduce parents to the PBIS program and encourage implementation of positive behaviors off campus as well. CES will plan and implement parent workshops to introduce Move This World to our students' parents.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/2018 - 11/7/2019

Person(s) Responsible

Principal/Assistant Principal
Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Assemblies/Workshops

Amount	2,500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Incentives

Strategy/Activity 2

In order to support students' Social and Emotional Development, the school will design and implement programs through collaboration with stakeholders that will support the social, emotional and physical well being of students.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/18 - 11/7/19

Person(s) Responsible

Administrators
Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental Supplies

Amount	4,500

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Workshop/Assemblies

Strategy/Activity 3

Improved Student Attendance: Incentive programs will be utilized in order to improve student attendance.

Students to be Served by this Strategy/Activity

English Learners
Foster Youth
Low Income

Timeline

11/7/18-11/7/19

Person(s) Responsible

Administrative Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Attendance Incentives

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students in all grade levels will Improve their reading and language skills using grade level appropriate materials.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Deconstruct language arts standards (Common Core) to ensure alignment with the curriculum. 2.Conduct grade level meetings for collaboration of lnstructional strategies AVID and IQT. 3. Thinking Map/Write From the Beginnings and include tips at all staff meetings, for use in the classrooms. 4. Focus on assessment-based instruction using common assessment data. 5. Assist teachers with writing lesson plans at Understanding or above (Bloom's Taxonomy), classroom support, and instruction/training in use of Houghton-Mifflin curriculum and common core state standards. 6. Use of technology including iPads, digital cameras and projectors to provide supplemental support to student's core curriculum to enable students to view materials that are enriching, without additional costs such as transparencies, etc. With	1. CES staff deconstructed language arts standards (Common Core) to ensure alignment with the curriculum. 2.CES staff conducted grade level meetings for collaboration of instructional strategies, AVID and IQT. 3. Thinking Map/Write From the Beginnings professional development were not conducted last school year. 4. Staff and administrators focused on assessment-based instruction using common assessment data. 5. Administrators assisted teachers with writing lesson plans at Understanding or above (Bloom's Taxonomy), classroom support, and instruction/training in use of Houghton-Mifflin curriculum and common core state standards. 6. Technology including iPads, digital cameras and projectors were obtained to provide supplemental support to student's core curriculum	1. No Cost None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
digital cameras, students will be able to share and display their problem solving skills with other students. Teachers will be able to more easily present SDAIE strategies through the use of the iPads and digital cameras and projectors, as they are able to download and utilize the various features available on the technology.	to enable students to view materials that are enriching, without additional costs such as transparencies, etc. With digital cameras, students will be able to share and display their problem solving skills with other students. Teachers will be able to more easily present SDAIE strategies through the use of the iPads and digital cameras and projectors, as they are able to download and utilize the various features available on the technology.		
7. Use Houghton Mifflin supplemental materials to support reading comprehension, fluency, spelling, and vocabulary. 8. Use of supplemental supplies to support core curriculum (paper, pencils, ink, master rolls, etc.) 9. Structure master schedule to support classroom use of computer lab, iPad Lounge and classrooms to obtain Accelerated Reader and Imagine Learning goals. 10. Teachers participating PLCs and PLWs. 11. Analyze, Implement and Evaluate OARS and IAB assessment data to inform instructional practices. 12. Implement a Curriculum team to align curricular maps and assessment schedules. 13. Conduct Grade level Data Dig Days to assess current student data and	7. Staff members utilized Houghton Mifflin supplemental materials to support reading comprehension, fluency, spelling, and vocabulary. 8. Supplemental supplies were purchased to support core curriculum (paper, pencils, ink, master rolls, etc.) 9. Master schedule was adjusted to support classroom use of computer lab, iPad Lounge and classrooms to obtain Accelerated Reader and Imagine Learning goals. 10. Teachers participated in PLC's 11. Staff analyzed, implemented and evaluated OARS and IAB assessment data to inform instructional practices. 12. CES implemented a Curriculum team to align curricular maps and assessment schedules.	7. No Cost	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
plan interventions to reach students in each level. 14. Bell Ringers Language Arts Computer Program (See #6)	13. CES conducted Grade level Data Dig Days to assess current student data and plan interventions to reach students in each level. 14. Bell Ringers Language Arts Computer Program (See #6) was purchased		
15. Students will participate in Extended Day Learning Opportunities	15. Students participated in Extended Day Learning Opportunities	Extended Day Opportunity 1000-1999: Certificated Personnel Salaries Title I 4,500.00	
16. Purchase additional technology pieces for students to participate in daily intervention.	16. Additional technology pieces for students to participate in daily intervention were purchased.	Technology 4000-4999: Books And Supplies Title I 5,000	

Analysis

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

Students were invited based on current ability levels to participate in Columbia's After School Imagine Learning Lab. The Library Aide along with the admin team supervised students after school in the computer lab.
Extra Ipads and supplies for the Ipads were purchased in order to provide extra tablets to students in grades TK-3 in order for more students to access Imagine Learning during the school day.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based on school data, students who participated in the extended learning opportunity program, found success in the classroom as their fluency levels as well as reading levels improved.
Based on CAASPP data,

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

A focus on providing a comprehensive Extended Learning Opportunity was planned to change this goal. Students were identified based on the STAR 360 assessment result and students who fell under the Intervention category were chosen to participate in the ELO program. The ELO will be conducted by semesters to focus on both Language Arts and Math. Assessments will be utilized on a bi weekly basis to ensure that the program is making a difference.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

All students in all grade levels will improve their math skills using grade level appropriate materials.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Deconstruct Common Core math standards to assure alignment with Harcourt Math. 2. Grade level meetings for collaboration, sharing of instructional strategies, and the review of district and Harcourt assessments. 3. Administrator visitations to classes to observe direct instruction. 4. Focus on assessment based instruction using common assessment data. 5. Assist teachers writing lesson plans at Understanding or above (Blooms Taxonomy), classroom support, and instruction/training in use of Harcourt curriculum and the common core standards. 6. Purchase supplemental supplies to support core curriculum (paper, pencils, ink, master rolls, etc.) 7. Allot time and personnel for professional learning walks for observation of best	1. CES staff deconstructed Common Core math standards to assure alignment with Harcourt Math. 2. Grade level meetings for collaboration, sharing of instructional strategies, and the review of district and Harcourt assessments were conducted. 3. Administrators visited classes to observe direct instruction. 4. CES staff focused on assessment based instruction using common assessment data. 5. Administrators assisted teachers writing lesson plans at Understanding or above (Blooms Taxonomy), classroom support, and instruction/training in use of Harcourt curriculum and the common core standards. 6. Purchased supplemental supplies to support core curriculum (paper, pencils, ink, master rolls, etc.) 7. Staff were allotted time and personnel for	1. No Cost None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
practices in instruction of math	professional learning walks for observation of best practices in instruction of math		
8. Teacher participation in PLC's, Data Digs and PLWs 9. Analyze, implement and evaluate assessment data to inform instructional practices. 10. Teacher Professional Development that specifically targets math concepts. 11. Conduct Grade level Data Dig Days quarterly, to assess current student data and plan interventions to reach students in each ability level.	8. Teachers participated in PLC's, Data Digs and PLWs 9. CES staff analyzed, implemented and evaluated assessment data to inform instructional practices. 10. Staff participated in Teacher Professional Development that specifically targeted math concepts. 11. CES conducted Grade level Data Dig Days quarterly, and assessed student data and planned interventions to reach students in each ability level.	8 - 11 Data Dig PLCs 1000-1999: Certificated Personnel Salaries 0	
12. Extended Learning Opportunity	12. Extended Learning Opportunities were provided to students.	Extended Learning Opportunity None Specified 0	

Analysis

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

Teacher PLC's were conducted with grade levels to analyze data and target specific skills.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Unfortunately, CES saw a decline with students scoring at grade level based on the CAASPP.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

An Extended Learning Opportunity program will be implemented to support students needing intervention with grade level math skills. A Chess Club will be utilized to help improve math reasoning and thinking skills.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

In order to meet all AMAO's for English learners and to have EL students increase one CELDT level per year, the teaching staff will utilize 30 minutes or more of ELD time for all CELDT tested second language learners with the district adopted Imagine Learning Program. All ELD students will have the opportunity to participate in extra tutoring 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will participate in a daily intervention program during school with a certificated teacher.	Students participated in a daily intervention program during school with a certificated teacher.	Materials and Supplies 4000-4999: Books And Supplies Title III 3,698.00	
1.Use supplemental materials to support core curriculum. 2. The Principal/Assistant Principal will monitor the English Language Learner programs at the school for achievement and compliance issues. 3. Provide material, supplies and personnel to score ELD common assessments, benchmarks, and analyze the data to determine/monitor student progress toward re-designatlon. 4. Technology to provide access to all EL students across content areas (iPads, laptops, web-based programs, computer and computer programs) 5. Personnel to facilitate EL use of technology	1.Staff used supplemental materials to support core curriculum. 2. The Principal/Assistant Principal monitored the English Language Learner programs at the school for achievement and compliance issues. 3. CES provided material, supplies and personnel to score ELD common assessments, benchmarks, and analyze the data to determine/monitor student progress toward re-designation. 4. Technology to provide access to all EL students across content areas (iPads, laptops, web-based programs, computer and computer programs) were purchased.	1. No Cost None Specified None Specified 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6. Teacher participation for PLCs and PLWs. 7. Imagine Learning Lab opportunities	5. Personnel to facilitate EL use of technology were provided. 6. Teachers participated in PLCs and PLWs. 7. Imagine Learning Lab opportunities were provided.		

Analysis

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

Flocabulary was purchased to assist with English language acquisition with students identified as EL. The program was utilized to assist with Listening and Speaking with our EL population.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Columbia was able to reclassify 13.6% of the overall EL enrollment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

A daily designated ELD intervention time will be implemented and certificated staff will be provided with PD to enhance the EL instruction program. Supplemental instructional materials will also be purchased for supoort.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Average student attendance for each calendar month will be at a minimum of 97% as evidenced by the Aeries Student Information System report that will be printed out by the attendance clerk on or before the 5th of each calendar month.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Parents and students will recognize the need for good attendance and citizenship. 2. Attendance incentives and awards will be given to students demonstrating outstanding attendance per semester. 3. Parent notices will be sent home for students with 3 or more unexcused absences. 4. Parent Conferences will be held with school Administration for students who have 6 or more unexcused absences. 5. A referral will be made to the DA's office for student with 9 or more unexcused absences. 6. Attendance incentives will be utilized monthly.	1. Conferences as well as assemblies were utilized for parents and students to recognize the need for good attendance and citizenship. 2. Attendance incentives and awards were given to students demonstrating outstanding attendance per semester. 3. Parent notices were sent home for students with 3 or more unexcused absences. 4. Parent Conferences were held with school Administration for students who had 6 or more unexcused absences. 5. Referrals were made to the DA's office for student with 9 or more unexcused absences. 6. Attendance incentives were utilized monthly.	Resources allocated to sustain positive attendance programs for at-risk students. 4000-4999: Books And Supplies Title I 2,500.00	Incentives 4000-4999: Books And Supplies Title I 2,500

Analysis

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

Students were identified and recognized for outstanding attendance. parent conferences were also conducted in order to inform parents of attendance concerns.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student attendance improved some months. Overall, there was a slight increase in student attendance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

We will continue to utilize awards and incentives for students but, also adding parent participation with incentives.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

All students will respect other individuals on campus as well as be responsible for themselves and their own actions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The district PBIS program will 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 conducted and behavior. Parent University will introduce parents to the PBIS program and encourage implementation of positive behaviors off campus as well.	The district PBIS program is being 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 conducted and behavior. Parent Universities were not scheduled.	PBIS Assembly 1000-1999: Certificated Personnel Salaries Unrestricted 7,500.00	PBIS Assembly 1000-1999: Certificated Personnel Salaries Unrestricted 7500
Elementary School Counselor	Elementary School Counselor was utilized.	Counselor 50% 1000-1999: Certificated Personnel Salaries General Fund 33,421	

Analysis

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

PBIS Assemblies and Museums were utilized in order to teach students about positive expectations of students at school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Out of 7 student groups, 3 student subgroups were identified as needing improvement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

School Counselor is full time staff and salary is being taken out at District.

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.

Parent workshops to introduce PBIS as well as Move This World will be utilized to elicit parent involvement.

Goal 6

The school will support the social, emotional, and physical well-being of all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will be able to recognize the danger factors of drugs through: • Assemblies • School wide participation in Anti-drug programs • Red Ribbon Month celebration • Academics	Students were provided with training to able to recognize the danger factors of drugs through: • Assemblies • School wide participation in Anti-drug programs • Red Ribbon Month celebration • Academics	School Safety 4000-4999: Books And Supplies LCFF 5,000	School Safety 4000-4999: Books And Supplies LCFF 2,500

Analysis

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

Assemblies to help students recognize the dangers of illegal drugs were conducted. CES participated in the Red Ribbon Week celebration and ordered incentive items to pass out to students during Red Ribbon Week.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students were able to get understanding about the dangers of illegal drugs.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

CES PTA assisted with the purchase of items for Red Ribbon Week.

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.

More opportunities for assemblies as well as bringing community groups will be utilized to further our goal in supporting students' social, emotional, and physical well being.

Goal 7

There will be increased parent involvement with Columbia Elementary School. We will increase parent involvement through school sponsored functions, including family game nights, family/principal meetings, Literacy Night, English classes, parenting classes, ELAC, School Site Council meetings, Town Hall 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Spirit Assemblies to recognize achievements (good deeds, behavior, helpfulness) 2. Student of the Month and Semester awards assemblies. 3. Literacy Night 4. Family Game Nights, 5. School Site Council Meetings. 6. Purchase materials and supplies for Title I, ELAC, etc. (Invitations, flyers, notices, refreshments, etc.)	1. Spirit Assemblies were utilized to recognize achievements (good deeds, behavior, helpfulness) 2. Student of the Month and Semester awards assemblies were conducted. 3. Literacy Nights were conducted. 4. Family Game Nights were not scheduled. 5. School Site Council Meetings were scheduled monthly and conducted. 6. Materials and supplies for Title I, ELAC, etc. (Invitations, flyers, notices, refreshments, etc.) were purchased.	1. Assembly Personnel 5000-5999: Services And Other Operating Expenditures LCFF 5,000	

Analysis

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

Columbia staff made it a point to encourage parent involvement at Columbia through various events such as Family Nights, SSC and ELAC meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent attendance increased during the 2017-2018 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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

The Parent Liaison will be utilized to engage parents with workshops and to increase parent involvement at CES.

Goal 8

Technology will be updated to be current and useful tools to give all students access to grade level curriculum, remediation, intervention and enrichment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide continuous training in the proper use of data-projectors and digital cameras to supplement core curriculum in the classroom. 2. Provide training for School City, Aeries, CAASPP test site and all other new technologies purchased for curricular use. 3. EL program Imagine Learning to support struggling EL students. 4. Imagine Math/ Reflex Math	1. CES provided continuous training in the proper use of data-projectors and digital cameras to supplement core curriculum in the classroom. 2. Administrators provided training for School City, Aeries, CAASPP test site and all other new technologies purchased for curricular use. 3. Imagine Learning was utilized to support struggling EL students. 4. Imagine Math/ Reflex Math were utilized.	Materials and Supplies 5000-5999: Services And Other Operating Expenditures Title I 5,000.00	Materials and Supplies 5000-5999: Services And Other Operating Expenditures Title I 5,000
Hire a Teacher Technology Leader (TTL) to assist in proper utilization and maintenance on programs used In the school.	TTL was identified and assisted with utilization of District provided technology.	TTL 1000-1999: Certificated Personnel Salaries General Fund 3,000.00	
Utilize the ESGI assessment iPad App	ESGI was purchased and utilized by staff.	Materials and Supplies 0000: Unrestricted Unrestricted 1,969.00	Materials and Supplies 0000: Unrestricted Unrestricted 1969.00

Analysis

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

Imagine Learning was utilized in order to support identified students needing support. academically. Staff members were also given an opportunity to get additional training on District provided technology as provided by the school's TTL.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A needs survey needs to be utilized to assess teacher tech needs. In order to provide the right PD, we need to get ideas from teachers.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

Technology resources will be identified by each grade level while collaborating with school's TTL as well as the administrative team in order to identify tech needs.

Goal 9

Columbia School will focus on increasing student achievement by addressing the delivery of instruction in our classrooms. We will provide training and instructional coaching for teachers using researched based best practices strategies. Columbia will also use district adopted curriculum and implement a school wide intervention system that will occur during the school day .

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. AVID, CCSS, ELD Trainings, continuously Thinking Maps and AVID training to teachers and administrators. 2. Continue the use of Thinking Map binders and planners, Material and Supplies for Extended Learning opportunities, AVID organizational Material and Supplies, IQT Materials and Supplies 3. Use of the Accelerated Reader (AR) program school-wide 4. Implement the use of Imagine Math program school-wide 5. Teacher participation in PLWs and Post PD planning 6. Use of a Riso copier and supplies for After-School Intervention and after school tutoring.	1. AVID, CCSS, ELD Trainings,Thinking Maps and AVID trainings were conducted. 2. Staff continued the use of Thinking Map binders and planners, Material and Supplies for Extended Learning opportunities, AVID organizational Material and Supplies, IQT Materials and Supplies. 3. CES continued the use of Accelerated Reader (AR) program school-wide. 4. CES implemented the use of Imagine Math program school-wide. 5. Teachers participated in PLWs and Post PD planning. 6. CES staff used the Riso copier and supplies for After-School Intervention and after school tutoring.	Professional Development for Teachers (10% Mandated Reserve) 1000-1999: Certificated Personnel Salaries General Fund 9,078.00	

Analysis

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

Improving Professional Development for staff has been a goal at Columbia. Staff was given opportunity to participate in numerous trainings throughout the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Staff members need to fill out a needs assessment survey in order to target high quality PD that staff members find relevant.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

Collaboration with site staff will be utilized in order to plan high quality PD to improve student learning.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	65,365.00	50,365.00
Title I	132,421.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	15,000.00
None Specified	0.00
Title I	132,421.00
Title I Part A: Parent Involvement	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	50,000.00
4000-4999: Books And Supplies	72,421.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	LCFF	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
None Specified	None Specified	0.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	50,000.00
4000-4999: Books And Supplies	Title I	57,921.00
5000-5999: Services And Other Operating Expenditures	Title I	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	4,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,500.00

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:

Signature	Committee or Advisory Group Name

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 11/13/2018.

Attested:

	Principal, Ed Beleno on 11/13/18
	SSC Chairperson, Tiffany Lizarraga on 11/13/18

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program