



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Columbia Middle School	43696906049241	September 23, 2024	October 24, 2024

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

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

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

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

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

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 3
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 12
 - California School Dashboard 15
 - Overall Performance 17
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 1 28
 - Goal 2..... 32
 - Goal 3..... 35
 - Goal 4..... 39
- Budget Summary 42
 - Budget Summary 42
 - Other Federal, State, and Local Funds 42
- Budgeted Funds and Expenditures in this Plan 43
 - Funds Budgeted to the School by Funding Source..... 43
 - Expenditures by Funding Source 43
 - Expenditures by Budget Reference 43
 - Expenditures by Budget Reference and Funding Source 43
 - Expenditures by Goal 43
- School Site Council Membership 44
- Recommendations and Assurances 45
- Instructions..... 46
- Appendix A: Plan Requirements 53
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 56
- Appendix C: Select State and Federal Programs 59

Plan Description

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

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

Schoolwide Program

This plan is closely aligned with our district strategic plan and LCAP Goals. Goals 1-4 are aligned directly with LCAP & Strategic Plan.

Educational Partner Involvement

How, when, and with whom did Columbia Middle 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

This year, the School Site Council reviewed a couple of portions of the existing SPSA at one of the meetings; in addition, the School Site Council gave input on the various goals in preparation for the annual update. The School Site Council were also presented drafts of the District's Six-year Strategic Plan and the District's Local Control and Accountability Plan (LCAP) goals on April 24th, 2024. It provided substantive feedback and input that informed the goals, actions, and strategies in the 2024-2025 School Plan for Student Achievement (SPSA). Those meetings were held on the following dates: October 10th, 2023; January 16th, 2024; February 13th, 2024; March 12th, 2024; and April 24th, 2024.

In addition, the English Language Advisory Council (ELAC) reviewed elements of the Strategic plan and provided feedback via a Google form on March 17th, 2024. Parents had the opportunity to give input on the SPSA related to English Learners.

Parents, teachers, and staff participated in the development of the Strategic Plan and LCAP goals via district-wide events. They will have the opportunity to provide feedback and input on the new LCAP goals at the community partner feedback forums held in September 2024.

The complete plan is available to all staff members in print and online in various locations.

As we implement these goals, all community partners are unwavering in our commitment to developing lifelong learners. We are dedicated to providing exemplary education in a welcoming, joy-filled community where everyone feels safe, valued, and prepared to contribute to an ever-changing world. This commitment is at the heart of our actions and our promise as a school district.

Resource Inequities

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

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

Not applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Columbia Middle School scored Orange in the following areas:

English Learner (ELs) Progress:

49.6% of English Learners progress by at least one ELPI level, while 39.6% maintain their current level. However, 10.8% drop by at least one ELPI level, resulting in a 3.6% decrease in students progressing by at least one level and a 1.5% increase in students dropping by at least one level.

English Language Arts:

CMS students, on average, scored 37.9 points below the standard, a decline of 7.1 points.

Student Groups in the Red: Students with Disabilities, as students scored 123.3 points below the standard.

Student Groups in Orange: English Learners, Hispanics, Two or More Races, Socioeconomically Disadvantaged, White.
Student Groups in Green: Asian and Filipino.

Mathematics:

CMS students, on average, scored 73.9 points

Student Groups in the Red: Socioeconomically Disadvantaged, as students scored 97.6 points below the standard.

Student Groups in Orange: English Learners, Hispanics, Two or More Races, Students with Disabilities, White. Student Groups in Green: Asian and Filipino.

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

Not applicable as All Student Indicator is Orange.

Other Needs

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

Based on our local assessment data, we will continue to incorporate AVID WICOR strategies, focusing on Student structure talks. In addition, CMS will continue to provide students with the necessary language to speak about their learning by posting language and learning goals.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	3.26%	3.58%	3.13%	19	21	21
African American	1.54%	1.87%	1.49%	9	11	10
Asian	9.09%	6.47%	9.08%	53	38	61
Filipino	10.81%	10.22%	10.27%	63	60	69
Hispanic/Latino	58.32%	57.75%	56.25%	340	339	378
Pacific Islander	2.06%	1.87%	1.49%	12	11	10
White	9.43%	11.75%	12.65%	55	69	85
Multiple/No Response	5.49%	6.47%	5.51%	32	38	37
Total Enrollment				583	587	672

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	186	212	237
Grade 7	190	178	232
Grade 8	207	197	203
Total Enrollment	583	587	672

Conclusions based on this data:

1. Enrollment has increased since the 2021-2022 school year.
2. Hispanic population has decreased by 2% since the 2021-2022 school year.
3. White population has increased by 3% since the 2021-2022 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	167	161	190	26.7%	28.6%	28.3%
Fluent English Proficient (FEP)	23	20	30	3.9%	3.4%	4%
Reclassified Fluent English Proficient (RFEP)	45	23	28	7.7%	4%	4%

Conclusions based on this data:

1. English Learner population has grown by 1.6% since the 2021-2022 school year.
2. Fluent English Proficient (FEP) has decreased by 2.6% since the 2021-2022 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	199	183	211	0	178	200	0	178	200	0.0	97.3	94.8
Grade 7	205	195	178	0	186	168	0	186	168	0.0	95.4	94.4
Grade 8	229	203	200	0	200	189	0	200	189	0.0	98.5	94.5
All Grades	633	581	589	0	564	557	0	564	557	0.0	97.1	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2479.	2484.		7.87	9.50		21.35	24.50		28.09	30.00		42.70	36.00
Grade 7		2528.	2511.		11.83	10.71		29.57	27.38		26.88	23.21		31.72	38.69
Grade 8		2547.	2535.		14.00	10.58		28.50	31.22		29.00	28.57		28.50	29.63
All Grades	N/A	N/A	N/A		11.35	10.23		26.60	27.65		28.01	27.47		34.04	34.65

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.55	12.00		52.81	51.00		37.64	37.00
Grade 7		11.83	10.71		62.37	61.31		25.81	27.98
Grade 8		17.50	13.23		52.50	56.08		30.00	30.69
All Grades		13.12	12.03		55.85	55.83		31.03	32.14

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.87	7.50		44.38	49.50		47.75	43.00
Grade 7		15.05	12.65		57.53	51.20		27.42	36.14
Grade 8		19.10	12.17		49.25	50.26		31.66	37.57
All Grades		14.21	10.63		50.44	50.27		35.35	39.10

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.11	9.50		65.73	76.00		24.16	14.50
Grade 7		9.14	11.31		74.19	73.81		16.67	14.88
Grade 8		14.00	12.17		73.50	70.37		12.50	17.46
All Grades		11.17	10.95		71.28	73.43		17.55	15.62

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.11	14.00		66.85	61.00		23.03	25.00
Grade 7		16.67	16.07		62.37	60.12		20.97	23.81
Grade 8		18.50	20.63		65.00	65.08		16.50	14.29
All Grades		15.25	16.88		64.72	62.12		20.04	21.01

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

Conclusions based on this data:

1. The percentage of students scoring above standard in Writing and Research/Inquiry increased at all grade levels indicating support for our school wide focus on CER (claims, evidence, reasoning)
2. While there was an overall growth in Reading, the percentage of students scoring above standard is low (16%) indicated continued exploration and focus on reading intervention.
3. Listening (demonstrating effective communication skills) was an area of weakness across grade levels, with under 12% of students scoring above standard, indicating a need to explore this standard to better prepare students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	199	182	212	0	181	208	0	181	208	0.0	99.5	98.1
Grade 7	205	195	178	0	189	177	0	189	177	0.0	96.9	99.4
Grade 8	229	203	200	0	203	198	0	202	198	0.0	100.0	99.0
All Grades	633	580	590	0	573	583	0	572	583	0.0	98.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2456.	2468.		9.94	10.58		10.50	10.58		25.97	27.88		53.59	50.96
Grade 7		2500.	2476.		17.46	15.25		13.76	9.60		20.63	15.25		48.15	59.89
Grade 8		2526.	2520.		19.80	22.22		11.39	7.58		17.33	18.18		51.49	52.02
All Grades	N/A	N/A	N/A		15.91	15.95		11.89	9.26		21.15	20.75		51.05	54.03

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

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.29	10.10		32.04	31.73		59.67	58.17
Grade 7		20.11	15.82		30.69	26.55		49.21	57.63
Grade 8		20.79	25.25		37.62	26.26		41.58	48.48
All Grades		16.61	16.98		33.57	28.30		49.83	54.72

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.29	10.10		40.33	47.60		51.38	42.31
Grade 7		13.23	12.43		46.03	40.68		40.74	46.89
Grade 8		18.32	16.67		45.54	47.98		36.14	35.35
All Grades		13.46	13.04		44.06	45.63		42.48	41.34

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.18	9.13		59.67	55.77		33.15	35.10
Grade 7		14.29	12.99		56.08	54.80		29.63	32.20
Grade 8		16.34	15.15		58.91	53.54		24.75	31.31
All Grades		12.76	12.35		58.22	54.72		29.02	32.93

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

Conclusions based on this data:

1. The percentage of students who scored below standard in Concepts and Procedures increased by 2%. This reinforces our continued focus on building conceptual understanding using the newly adopted Amplify Desmos Math.
2. The percentage of students scoring below standard in all three categories decreased in the 6th grade. This supports our work in small group instruction in 6th grade.
3. Overall, there is a significant percentage of students at each grade level (ranging from 36% - 59%) who are below standard in each category. This reinforces our focus on conceptual understanding and mathematical discourse, as well as investment in coaching to support implementation.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1513.0	1518.1	1512.4	1523.1	1522.5	1511.7	1502.3	1513.4	1512.5	46	56	63
7	1529.3	1544.1	1528.6	1533.3	1564.8	1531.6	1524.9	1522.8	1525.3	57	44	59
8	1543.0	1531.0	1529.4	1541.4	1541.2	1535.8	1543.9	1520.4	1522.6	63	47	44
All Grades										166	147	166

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.04	7.14	14.29	36.96	46.43	36.51	36.96	35.71	26.98	13.04	10.71	22.22	46	56	63
7	24.56	27.27	16.95	24.56	40.91	40.68	40.35	20.45	27.12	10.53	11.36	15.25	57	44	59
8	15.87	12.77	25.00	42.86	36.17	27.27	31.75	29.79	15.91	9.52	21.28	31.82	63	47	44
All Grades	18.07	14.97	18.07	34.94	41.50	35.54	36.14	29.25	24.10	10.84	14.29	22.29	166	147	166

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	32.61	35.71	38.10	41.30	42.86	34.92	19.57	17.86	9.52	6.52	3.57	17.46	46	56	63
7	24.56	59.09	40.68	52.63	27.27	33.90	15.79	6.82	13.56	7.02	6.82	11.86	57	44	59
8	26.98	40.43	40.91	47.62	31.91	18.18	19.05	12.77	13.64	6.35	14.89	27.27	63	47	44
All Grades	27.71	44.22	39.76	47.59	34.69	30.12	18.07	12.93	12.05	6.63	8.16	18.07	166	147	166

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.35	3.57	4.76	15.22	10.71	15.87	30.43	53.57	38.10	50.00	32.14	41.27	46	56	63
7	7.02	4.55	3.39	26.32	15.91	18.64	36.84	43.18	54.24	29.82	36.36	23.73	57	44	59
8	3.17	6.38	6.82	36.51	14.89	22.73	36.51	40.43	25.00	23.81	38.30	45.45	63	47	44
All Grades	4.82	4.76	4.82	27.11	13.61	18.67	34.94	46.26	40.36	33.13	35.37	36.14	166	147	166

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	19.57	5.36	11.11	65.22	82.14	69.84	15.22	12.50	19.05	46	56	63
7	14.04	9.09	5.08	68.42	75.00	69.49	17.54	15.91	25.42	57	44	59
8	6.35	19.15	16.28	68.25	57.45	46.51	25.40	23.40	37.21	63	47	43
All Grades	12.65	10.88	10.30	67.47	72.11	63.64	19.88	17.01	26.06	166	147	165

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	67.39	62.50	62.90	26.09	30.36	22.58	6.52	7.14	14.52	46	56	62
7	64.91	79.55	70.69	28.07	13.64	20.69	7.02	6.82	8.62	57	44	58
8	69.35	53.19	53.49	24.19	36.17	23.26	6.45	10.64	23.26	62	47	43
All Grades	67.27	64.63	63.19	26.06	27.21	22.09	6.67	8.16	14.72	165	147	163

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.70	1.79	4.84	26.09	26.79	30.65	65.22	71.43	64.52	46	56	62
7	10.53	9.09	1.72	35.09	38.64	48.28	54.39	52.27	50.00	57	44	58
8	15.87	8.51	16.67	39.68	25.53	33.33	44.44	65.96	50.00	63	47	42
All Grades	12.05	6.12	6.79	34.34	29.93	37.65	53.61	63.95	55.56	166	147	162

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.87	7.14	11.29	69.57	83.93	70.97	19.57	8.93	17.74	46	56	62
7	0.00	2.27	10.17	82.46	77.27	76.27	17.54	20.45	13.56	57	44	59
8	6.45	0.00	4.65	80.65	76.60	67.44	12.90	23.40	27.91	62	47	43
All Grades	5.45	3.40	9.15	78.18	79.59	71.95	16.36	17.01	18.90	165	147	164

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

Conclusions based on this data:

1. Thirty percent of our English learners score a 1 or 2 on oral language, meaning that they are minimum to somewhat developed. They can use English to meet immediate communication needs but often need help learning and communicating on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts and substantial-to-moderate support to communicate on less familiar tasks and topics. So, we still need to focus on oral language production.
2. Writing continues to be an area of focus, as only 9% of students scored in the Well Developed level, while the majority of English learners, 72%, scored Somewhat/Moderately Developed level. Our students can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts and moderate support to communicate on less familiar tasks and topics.
3. Reading continues to be an area of focus for our English learners, as 55% score at the Beginning level.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
587	55.4	27.4	
Total Number of Students enrolled in Columbia Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	161	27.4
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	325	55.4
Students with Disabilities	89	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.9
American Indian	21	3.6
Asian	38	6.5
Filipino	60	10.2
Hispanic	339	57.8
Two or More Races	38	6.5
Pacific Islander	11	1.9
White	69	11.8

Conclusions based on this data:

1. Columbia continues to serve a social-economic disadvantaged (SED) community as 55% of families are designated as SED.
2. English Learners make up 27% of the entire student body, and require a continued focused for CMS.
3. Students with IEPs make up more than 15% of the entire student body and continue to be a major instructional focus for CMS.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English and Math continue to be areas of focus at Columbia Middle School.
2. English learners are not progressing on CAASPP exams. To address this, the school will continue to reinforce its goal of promoting literacy across all content areas, focusing on establishing language and learning objectives and implementing student-structured talks to help students enhance their academic language skills.

3. Columbia has made significant progress in attendance and suspensions, as reflected in the improvements on the California Dashboard. However, this will remain a key area of focus, especially for students with IEPs, who continue to represent a high percentage of chronically absent students.

School and Student Performance Data

Academic Performance English Language Arts

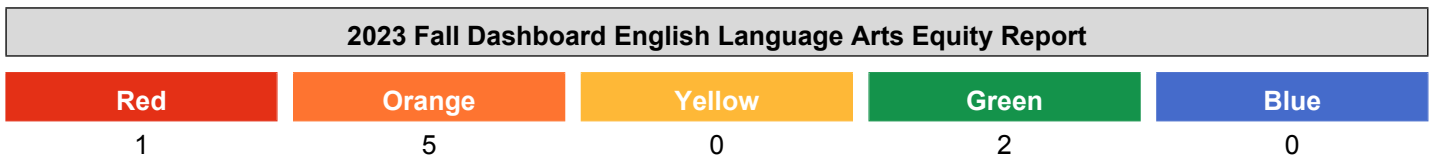
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 37.9 points below standard Decreased -7.1 points 551 Students	English Learners  Orange 84.1 points below standard Increased +4.6 points 213 Students	Foster Youth Less than 11 Students 1 Student
Homeless 107.5 points below standard 11 Students	Socioeconomically Disadvantaged  Orange 55.2 points below standard Maintained +1 points 329 Students	Students with Disabilities  Red 123.3 points below standard Maintained +1.8 points 89 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	64.8 points below standard Maintained +1.4 points 20 Students	 Green 23.7 points above standard Decreased Significantly - 21.8 points 38 Students	 Green 24 points above standard Decreased -10.6 points 57 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64.4 points below standard Maintained -1.3 points 314 Students	 Orange 7.9 points below standard Decreased Significantly - 17.7 points 36 Students	51.2 points below standard Decreased Significantly - 38.3 points 11 Students	 Orange 9.5 points below standard Decreased Significantly - 29.4 points 68 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.9 points below standard Maintained +2.6 points 120 Students	23.7 points below standard Maintained +2.4 points 93 Students	14.9 points below standard Decreased -8.7 points 207 Students

Conclusions based on this data:

1. Our English Learners are severely underperforming as they score 130 pts below the standard.
2. Students with Disabilities are underperforming as they are scoring 123 pts below the standard.
3. Asian and Filipino groups are the only groups scoring above the standard by 23 or 24 points.

School and Student Performance Data

Academic Performance Mathematics

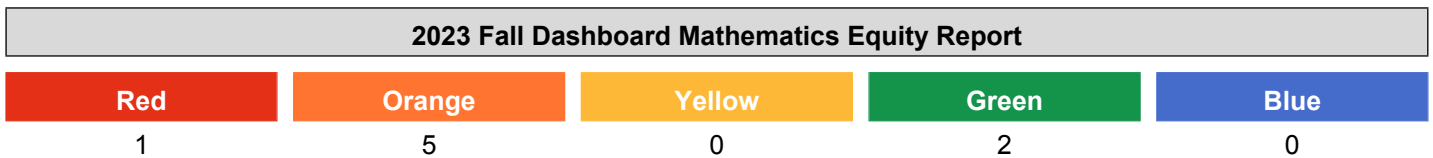
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>73.9 points below standard</p> <p>Maintained -2.1 points</p> <p>553 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>122 points below standard</p> <p>Increased Significantly +15 points</p> <p>215 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>167 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>97.6 points below standard</p> <p>Maintained +1.5 points</p> <p>331 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>163.4 points below standard</p> <p>Increased +10.1 points</p> <p>89 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	128.7 points below standard Decreased Significantly - 21.2 points 20 Students	 Green 20.1 points above standard Decreased Significantly - 30.4 points 37 Students	 Green 8.2 points above standard Increased +11.1 points 57 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 104.7 points below standard Increased +5.9 points 316 Students	 Orange 36.3 points below standard Decreased -6.2 points 36 Students	114.7 points below standard Decreased Significantly - 21.9 points 11 Students	 Orange 41.2 points below standard Decreased Significantly - 19.6 points 68 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
172.7 points below standard Increased +10.9 points 122 Students	55.4 points below standard Increased Significantly +16.3 points 93 Students	53.3 points below standard Decreased -7 points 207 Students

Conclusions based on this data:

1. Reclassified English Learners had a significant increase of 16.3 points in Math.
2. English Learners are severely under performing as they are scoring 172.7 points below the standard, even with an increase of 10.9 points.
3. While Asian students scored above the standard, overall they decreased by 30 points or more.

School and Student Performance Data

Academic Performance English Learner Progress

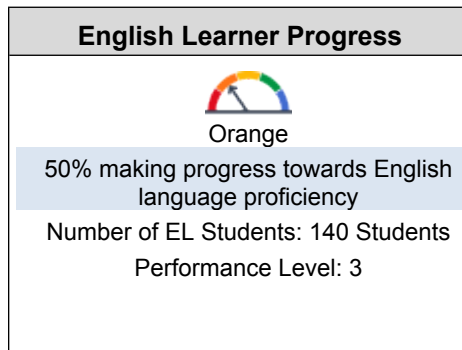
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	55	0	69

Conclusions based on this data:

1. English Learners are making growth as 50% increase at least one ELPI level.
2. 10% of English Learners decrease one level while 20% showed no growth in levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 8.4% Chronically Absent Declined Significantly -4.4 616 Students	 Green 7.1% Chronically Absent Declined Significantly -14.7 183 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
28.6% Chronically Absent 0 14 Students	 Green 9.1% Chronically Absent Declined Significantly -8.5 364 Students	 Yellow 14.7% Chronically Absent Declined -0.8 95 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
18.2% Chronically Absent	9.5% Chronically Absent	 Orange	 Blue
0	Declined -1	7% Chronically Absent	0% Chronically Absent
11 Students	21 Students	Increased 5.1	Declined -3.1
		43 Students	62 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green	 Yellow	0% Chronically Absent	 Green
8.9% Chronically Absent	15.4% Chronically Absent	Maintained 0	10% Chronically Absent
Declined Significantly -7.3	Declined -5.7	11 Students	Declined -3.8
359 Students	39 Students		70 Students

Conclusions based on this data:

1. All but one group declined in chronically absenteeism over the past year.
2. All students, English Learners (ELs) and students from Socioeconomically Disadvantaged households (SED) significantly decreased in Chronic Absenteeism.
3. Our Site Attendance team will continue to coordinate directly with the District-Level SARB team for early intervention strategies targeted at students who are trending towards Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

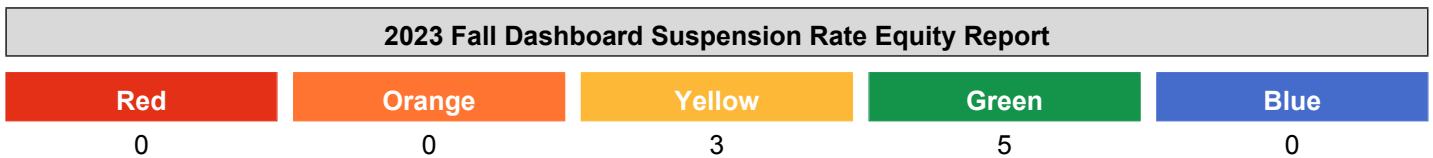
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 7.2% suspended at least one day Declined Significantly -3.1 628 Students	English Learners  Yellow 11.8% suspended at least one day Declined Significantly -3.3 187 Students	Foster Youth Less than 11 Students 1 Student
Homeless 6.7% suspended at least one day 15 Students	Socioeconomically Disadvantaged  Yellow 8.4% suspended at least one day Declined Significantly -5 369 Students	Students with Disabilities  Green 5.2% suspended at least one day Declined -11 97 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p>9.1% suspended at least one day</p> <p align="center">11 Students</p>	<p align="center">American Indian</p> <p>4.8% suspended at least one day</p> <p align="center">Declined -5.8 21 Students</p>	<p align="center">Asian</p> <p align="center"> Green</p> <p>4.7% suspended at least one day</p> <p align="center">Declined -2.6 43 Students</p>	<p align="center">Filipino</p> <p align="center"> Green</p> <p>1.6% suspended at least one day</p> <p align="center">Maintained 0 63 Students</p>
<p align="center">Hispanic</p> <p align="center"> Yellow</p> <p>9% suspended at least one day</p> <p align="center">Declined Significantly -3.9 366 Students</p>	<p align="center">Two or More Races</p> <p align="center"> Green</p> <p>7.5% suspended at least one day</p> <p align="center">Declined -0.4 40 Students</p>	<p align="center">Pacific Islander</p> <p>9.1% suspended at least one day</p> <p align="center">Declined -7.6 11 Students</p>	<p align="center">White</p> <p align="center"> Green</p> <p>4.1% suspended at least one day</p> <p align="center">Declined -2.7 73 Students</p>

Conclusions based on this data:

1. All student groups but one (students from Socioeconomically Disadvantaged households) declined in total suspensions.
2. There was a significant decline in suspensions for All Students, Hispanic, students from Socioeconomically Disadvantaged households, and ELs.
3. Students with IEPs also declined by 5.2% in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

The percentage of students in grades 6th-8th scoring proficient or above will increase from 26% to 31% by June 2025 as measured by CAASPP.

The percentage of English Learner students in grades 6th-8th scoring proficient or above will increase from 2% to 7% by June 2025 as measured by CAASPP.

The percentage of students in grades 6th-8th scoring proficient or above will increase from 24% to 29% by June 2025, as measured by the NWEA Math Growth Report.

The percentage of English Learner students in grades 6th-8th scoring proficient or above will increase from 2% to 7% by June 2025, as measured by the NWEA Math Growth Report.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

› Goal 4: Students achieve mastery of core content areas.

Identified Need

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

The percentage of students scoring proficient on the NWEA Math assessment is low across all grade levels, with an average of 24% of students proficient or higher. In addition, English Learner students performed lower than the general student population, as 2% scored proficient or higher on the NWEA Math assessment. Since academic discourse is a way to further deepen one's content knowledge and explain mathematical thinking, teachers identified a need to focus on open-ended math tasks with a 'low floor, high ceiling' that incorporate and encourage discourse with specific language functions identified for students. We will use Sunnyvale School District's Vision for Math to determine the next steps with specific actions and strategies.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	CAASPP 26% Proficient/Above	31% Proficient/Above
NWEA Math Growth Report (6th)	NWEA 19% Proficient/Above	24% Proficient/Above
NWEA Math Growth Report (7th)	NWEA 26% Proficient/Above	31% Proficient/Above
NWEA Math Growth Report (8th)	NWEA 27% Proficient/Above	32% Proficient/Above

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will be trained on AVID School Wide framework (applicable to all content areas) and Writing Inquiry Collaboration Organization Reading (WICOR) strategies. In addition, common planning time will be used for unit planning and pacing around core standards, creation of common assessments and analysis of student data.	All students	Sub salaries for curriculum planning time
1.2	Teachers will monitor the progress for all students through District Benchmarks and Data Team Assessments via their Professional Learning Communities to identify students that need additional support.	All students with focus on English Learners (ELs)	
1.3	Multi-Tiered Systems of Support (MTSS) team will monitor progress and implement additional interventions, including Academic Support Time and before/after school sessions targeted to students who score below proficient on District Benchmarks and Data Team Assessments.	Students who scored below the 40th percentile on NWEA MAP Assessment.	None Specified
1.4	Teachers will be provided up to three release days in addition to common prep time for unit planning and reviewing student data.	All students (LCAP 4)	4800 LCAP Subs for LRT meetings
1.5	Teacher collaboration and planning around CAASPP, ELPAC and NWEA data to improve literacy skills for all students using Extra Work Agreements (EWAs).	All Students (LCAP 4)	1000 LCAP Flex and After School materials Teacher salary for after-school interventions
1.6	Inclusion Model Progress: SpEd and Gen Ed teachers will engage in increased collaboration to assure alignment with math content, strategies and assessments for push in support (after contractual hours, release time, etc.).	Students with IEPs (LCAP)	2400 LCAP
1.7	Homework Center Support	English Learners and Students with an IEP (LCAP)	6000 LCAP
1.8	General Education Paras in Math 7 & 8 classes	English Learners and Students with IEP	
1.9	Bilingual Ed Para professionals will be strategically placed in Sheltered Math Classes	English Learners	
1.10	Teachers will be trained on the implementation of Amplified Desmos Math which was adopted in the Spring of 2024.	All students	
1.11	Teachers will be trained on conducting Rapid Professional Learning Cycles (2-weeks)	English Learners, Students with IEPs	

1.13	Flexible Academic Support Time (AST), Math teachers will be released to pull students to provide math intervention during AST.	English Learners	
1.16	The Principal and Assistant Principals will analyze the effectiveness of school program through district benchmarks, data team results, and other local measures and will present findings to Cabinet three times per year. Instructional coaches, Grade level leads, Department chairs will support site and district initiatives by providing professional development.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Unfortunately, many of the strategies could not be implemented due to previous LCAP goals not aligning and having funds allocated to them. The Principal and School Site Council reallocated funds on February 13th, 2024, to launch Homework Centers to support students three days a week. In addition, funds were allocated to attempt a partnership with Mathnasium.

The result was that there was no growth in CAASPP Math school-wide as the school remained at 26% proficiency; the same was true for English Language Learners (ELs) as proficiency remained at 2%.

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

St. 1: Met: AVID site team teachers were trained.
 St. 2: Not Met: Professional Learning Communities were placed on hold while a new framework for rapid cycles was developed, and the math pilot and adoption took place.
 St. 3: Met: Multi-Tiered Systems of Support monitored student behavior, attendance, and academics. Grade-level teams met bi-weekly to discuss students, leading to more parent meetings and interventions.
 St. 4: Met: Math teachers were provided release days for planning purposes.
 St. 5: Met: Math teachers incorporated more reading and writing into the math content.
 St. 6: Partially Met: Co-teaching teams were developed and supported; however, the initiative's impact was not seen due to implementation issues.
 St. 7: Removed: The Beyond the Bell Math strategy was removed, and funds were allocated to support the homework center established in mid-February.
 St. 8: Met: The STRIVE Math class was implemented to support students with high behavioral and academic needs.
 St. 9: Met: Bilingual paras were placed to support newcomers in grade-level math courses.
 St. 10: Met: School administrators continued to analyze the effectiveness of the school program.

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.

This year, the Sunnyvale School District adopted a new math curriculum, and teachers will receive training both before and during the school year. In addition, Columbia will provide ongoing, site-specific training to enhance the capacity of teacher teams in areas such as formative assessments, effective data utilization, and collaborative analysis of student work. Another change is that STRIVE Math 8 will not be offered this year. We have welcomed a new teacher and are shifting our focus to strengthening student support in Social Studies.

The School Site Council will vote on additional strategies to enhance math support throughout the year. Potential strategies include offering after-school Math Intervention, increasing Homework Club initiative funding, and providing Math Academies to accelerate students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

The percentage of students in grades 6th-8th scoring proficient or above will increase from 38% to 43% by June 2025, as measured by CAASPP.

The percentage of English Learner students in grades 6th-8th scoring proficient or above will increase from 4% to 9% by June 2025 as measured by CAASPP.

The percentage of students in grades 6th-8th scoring proficient or above will increase from 32% to 37% by June 2025, as measured by the NWEA Reading Growth Report.

The percentage of English Learner students in grades 6th-8th scoring proficient or above will increase from 3% to 8% by June 2025, as measured by the NWEA Reading Growth Report.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

› Goal 4: Students achieve mastery of core content areas.

Identified Need

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

The percentage of students scoring proficient on the NWEA Reading assessment is low across all grade levels, as 32% scored proficient or higher. In addition, our 6th-8th English Learner students averaged 3% proficiency on the NWEA Reading assessment. Our instructional program has shifted to meet the needs of all our students as we respond to a wide range of academic and social-emotional needs. We are currently in our second year of implementing Amplify, and we will continue to use the Sunnyvale School District's Vision for Literacy document to determine the next steps with specific actions and strategies.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA: 38%	CAASPP ELA 43%
NWEA Reading 6th	NWEA 31%	NWEA 35%
NWEA Reading 7th	NWEA 36%	NWEA 41%
NWEA Reading 8th	NWEA 27%	NWEA 32%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The quality of instruction in building academic language will be deepened through school-wide ongoing professional development (including the AVID Framework, WICOR, and dELD) and supported by ongoing coaching and best-practice visits.	All students	
2.2	Homework Center Support	English language Learners and Students with IEP (LCAP 4)	3,300 LCAP
2.3	Teachers will monitor the progress for all students through District Benchmarks and Data Team Assessments via their Professional Learning Communities to identify students that need additional support.data.	All Students	
2.4	Students that score below the 30% will be assessed with CORE phoics survey.	Students scoring below the 30%	
2.5	Multi-Tiered Systems of Support (MTSS) team will monitor progress and implement additional interventions, including Academic Support Time and before/after school sessions targeted to students who score below proficient on District Benchmarks and Data Team Assessments.	Students classified as English Learners, and students who score below the 30th percentile on NWEA Reading	
2.6	Teacher collaboration and planning around CAASPP, ELPAC and NWEA data to improve literacy skills for all students using Extra Work Agreements (EWAs).	All Students (LCAP 4)	1000 LCAP
2.7	The library will support literacy efforts in ELA and content areas through continued purchase of leveled ebooks, high-interest fiction and non-fiction	All students (LCAP 2)	2,000 LCAP
2.8	Teachers will have planning time via Extra Work Agreements as needed to conduct cross-curricular lesson with a focus on AVID strategies.	All students (LCAP 2.10)	1000 LCAP
2.9	Students will be placed in STRIVE ELA at the beginning of year to help support students throughout the year.	8th-grade students that were truant (absent <10%) scored low content and lifeskill grades (1s-2s), and demonstrated SEL issues on Panorama.	
2.10	Teachers and Administrators will attend AVID conference to receive professional development on AVID Elective, AVID College and Career Readiness and AVID School-wide implementation.	All Students with focus on EL and Students with IEPs (LCAP 4)	12,000 LCAP
2.11	The Principal and Assistant Principals will analyze the effectiveness of school program through district benchmarks, data team results, and other local measures and will present findings to Cabinet three times per year. Instructional coaches, Grade level	All students	

	leads, Department chairs will support site and district initiatives by providing professional development to teachers.		
2.13			
2.14			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Unfortunately, some strategies were not implemented due to previous LCAP goals not aligning or having monies allocated to them. The Principal and School Site Council reallocated funds on February 13th, 2024, to launch Homework Centers to support students three days a week. In addition, funds were allocated to attempt a partnership with Mathnasium.

The result was that there was no growth in CAASPP ELA school-wide, as the school remained at 38% proficiency; the same was true for English Language Learners (ELs), as proficiency remained at 3%.

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

- St. 1: Met: AVID site team teachers were trained.
- St. 2: Removed: Beyond the Bell, funds were reallocated to the Homework Center initiative.
- St. 3: Not Met: Professional Learning Communities were placed on hold while a new framework for rapid cycles was developed, and the new curriculum Amplify was implemented.
- St. 4: Met: Teacher resource center housed early literacy curriculum and other literacy-focused resources.
- St. 5: Met: Multi-Tiered Systems of Support monitored student behavior, attendance, and academics. Grade-level teams met bi-weekly to discuss students, leading to more parent meetings and interventions.
- St. 6: Not Met: Strategy was not utilized last school year .
- St. 7: Met: Library continued to support literacy efforts through the purchase of high-interest books.
- St. 8: Partially Met: Co-teaching team was developed and supported; however, the initiative's impact was not seen due to implementation issues.
- St. 9: Not Met: Strategy was not utilized last school year.
- St. 10: Met: AVID Site team attended Summer Professional Development during AVID Summer Conference.
- St. 11: Met: School administrators continued to analyze the effectiveness of the school program.
- St. 12: Met: The STRIVE ELA class was implemented to support students with high behavioral and academic needs.

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 School Site Council will vote on additional strategies to enhance math support throughout the year. Potential strategies include offering after-school Math Intervention, increasing Homework Club initiative funding, and providing Math Academies to accelerate students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning and Student Engagement

The percentage of students who are chronically absent will decrease from 8.4% to 4.4% as measured by the California Dashboard by August 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

Identified Need

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

During the 2023-24 school year, Columbia Middle School was placed in Additional Targeted Support and Improvement due to the high percentage of chronically absent students, specifically English Learners and Students with IEPs, based on our 2022-2023 attendance data. In addition, Columbia Middle School had a chronic absenteeism rate of 12.8% for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronically absent Asian Studnets	7%	3%
Chronically absent Students with IEPs	14.7	10%
The percentage of Hispanic/LatinX students who are chronically absent.	8.9%	5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Positive Behavioral Intervention and Support (PBIS) team will continue to revamp Bulldog PRIDE (Prepared, Respect, Integrity, Determine, Empathy) and the incentive system.	All Students (LCAP 1)	5000 LCAP
3.2	Teachers will participate in ongoing training and coaching in research-based strategies for implementing a safe and orderly classroom environment (i.e.Intent vs. Impact).	All Students	N/A

3.3	The Bulldog Pride team will consistently reinforce Bulldog Pride Mantra (Prepared, Respect, Integrity, Determination, Empathy).	All students	
3.4	Teachers will be provided with professional development on Cultural Responsive Teaching and Ready for Rigor Framework by Zarreta Hammond (Middle School Focus)	All students	
3.5	School will provide enrichment / extracurricular opportunities to support student connectedness (athletics, WEB, Leadership, clubs, music)	All students	15000 LCAP
3.6	Student surveys will be administered two times per year using the Panorama System to identify students' social-emotional needs and more accurately target interventions and measure student progress.	All Students	
3.7	We will continue to implement Tier 2 interventions such Check In, Check Out (CICO), counseling, and groups, and we will explore additional restorative practices (i.e. Girls/Boys Circle, Peer Mediation)	Students who scored low on "Anxiety", "Loneliness" and "Sadness" indicators from the Panorama survey (for counseling / groups), and who receive 2 or more discipline referrals (for restorative practices strategies).	2000 LCAP
3.8	We will continue implementing and reinventing the STRIVE program as a multi-tiered program based on student needs. Students will be supported via STRIVE AST.	Students identified for the STRIVE program	
3.9	All students will be assigned a case manager. The case manager will host students five days a week in AST.	All students	
3.10	Special Education (SpEd) case managers will work with parents and admin to develop proactive behavior plans for their students with IEPs based on students' referral / suspension history (with a particular focus on unstructured time.)	Students with Individual Education Plans (IEPs)	
3.11	SpEd case managers will monitor referrals of students with IEPs, and will consult with STRIVE and/or behaviorist when a student accrues three referrals, and will create a Behavior Intervention Plan (BIP) if necessary.	Students with IEPs	
3.12	CMS attendance team (school principal, assistant principal, attendance administrator, and MTSS members) will educate and support staff in using School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support parents, and connect with district level MTSS/ SARB supports as needed.	All students	
3.13	SpEd case managers will monitor attendance of students with IEPs, will include attendance in IEPs, will create health plans for medically fragile students, will create proactive attendance plans for students whose history shows less than 90% positive attendance and will initiate attendance	Students with an IEP	

	plans with attendance team for students who fall below 90% attendance.		
3.14	Students will receive Second Step Social Emotional Curriculum via AST.	All students	
3.15	CMS will continue to promote and participate in Out for Safe School Initiative (Inclusion), in partnership with Santa Clara County Office of Education (SCCOE).	All Students	
3.16	Continuing with the Tier model, Tier 1 MTSS team and Administrative Team will coordinate Academic, Behavioral, SEL, and Attendance Tier 1 in classroom supports. Tier 2 and Tier 3 Multi-Tiered Systems of Support Teams (MTSS) will continue to monitor student progress and coordinate interventions across the resources available at the site.	All Students	
3.17	Increase the amount of high interest books fiction, non fiction and amount of Spanish titles for circulation in our library.	All Students	2000 LCAP
3.18	Provide teachers the opportunity to attend the California Association of Bilingual Education (CABE) conference. This conference provides teachers with PD (conferences, training, programs) to improve instruction for targeted students and increase student achievement.	EL Students & Jun@s students	3000 LCAP
3.19	To meet the socio-emotional needs of our students, we will provide supplies to the Student Resource Center	Homeless, Foster, English Learner, Hispanic Males and Special Populations	1000 LCAP
3.20	Zen Room will continue to provide a safe space to help students self-regulate during the school day.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Unfortunately, some strategies were not implemented due to previous LCAP goals not aligning or having allocated funding. This was especially impactful in this area, as we were unable to support various enrichment opportunities for our students.

In our efforts to meet the two Panorama goals—cultural awareness and action/ ease of change—Columbia Middle School saw a 3% decline in both areas. Despite our attempts to utilize the Panorama platform, we were unable to find a method to compare the Fall and Spring data by student. As a result, we have decided to use attendance data as our primary measure of student inclusivity moving forward at Columbia Middle School. Additionally, a new measure will be created to assess responsibility for learning. A possible baseline could involve using student life skills grades, as this year, these grades will be based on an average of the last twenty assignments, providing a more accurate indicator of a student's responsibility for their education.

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

- St. 1: Met: PBIS continued to refine Bulldog PRIDE.
- St. 2: Not Met: Teachers did not participate in ongoing training and coaching in research-based strategies for classroom management.
- St. 3: Partially Met: PRIDE mantra is clearly posted in classrooms; however, it has yet to become a part of the daily school climate.
- St. 4: Met: All teachers were provided professional development on Culturally Responsive Teaching and the Ready for Rigor Framework.
- St. 5: Met: Enrichment opportunities were provided to students.
- St. 6: Met: Panorama survey was conducted twice a year; however, the response rate has decreased over time.
- St. 7: Met: CMS continued to implement Tier 2 interventions such as Check-In, Check-Out (CICO), individual and group counseling, and continued the peer mediation program.
- St. 8: Met: STRIVE FLEX continued last school year and will once again adjust as we move to a new AST model.
- St. 9: Mostly Met: All students were given an Advisory but only met once per week.
- St. 10: Partially Met: Not all case managers were proactive in creating behavior plans for their students with IEPs.
- St. 11: Mostly Met: Some SPED case managers consulted with the behaviorist and STRIVE team, but not consistently across the department.
- St. 12: Met: CMS attendance team met bi-weekly and followed up with students and their families, which resulted in a drop in chronically absent students.
- St. 13: Partially Met: SPED case managers were more involved with attendance issues, but much work is still needed as there is a high percentage of students with IEPs classified as chronically truant.
- St. 14: Partially Met: Not all teachers engaged in providing the Second Step curriculum during Advisory class.
- St. 15: Met: CMS continued to promote and participate in the Out for Safe Schools initiative in partnership with the Santa Clara County Office of Education.
- St. 16: Met: MTSS continued to monitor Tier 1, 2, and 3 interventions.
- St. 17: Met: CMS continued to purchase Spanish titles for the library.
- St. 18: Met: Two teachers attended the California Association for Bilingual Education (CABE) conference.
- St. 19: Met: Student supplies were provided to our high-risk students.
- St. 20: Met: Zen room was created and utilized by students throughout the year.

This version keeps the original format intact while fixing the grammar and spelling issues.

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.

Attendance has become a key focus of the new district strategic plan and LCAP. As a result, our school plan aligns with the district's newly implemented strategic plan.

The School Site Council will vote on additional strategies to foster the creation of an inclusive and nurturing environment and a new measure to track how students demonstrate their learning. As mentioned, the use of student life skills grades will be discussed, and the School Site Council will vote on this as a new measure.

Potential strategies for this goal include increasing the PBIS budget, purchasing new music equipment to support growth in the music program, creating a budget to expand after-school and in-school enrichment opportunities, and funding field trips to expose students to curriculum beyond the classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

The percent of EL students reclassified as English proficient will be 25%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

Identified Need

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

The percentage of English Learners testing proficient in reading and math are very low 4% in ELA and 2% in Math on CAASPP.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Reading	4%	9%
CAASPP Math	2%	7%
NWEA Math	2%	7%
NWEA Reading	3%	8%
Reclassification rate	20%	25%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	MTSS Team will identify students who need additional support in reading or math to target for Beyond the Bell management / Intervention courses.	EL Students	
4.2	Bilingual Para and General Education Para will be strategically placed into Math classes throughout the day to support with the language demands of math.	EL Students	

4.3	Students will be provided targeted EL Support based on ELPAC data (Foundation Literacy, Writing & Reading with embedded Speaking and Listening)	EL Students	
4.4	EL Support FLEX teachers will be granted 4 half day release days to receive professional development on ELPAC along with planning time to develop EL Support curriculum.	EL Students (LCAP 2.10)	3600 LCAP
4.5	ELD 1-2 Teachers will receive training on Higher Vista's "Get Ready & Get Reading" curriculum & "Bridges"	New EL Students	
4.6	The principal and APs will analyze the effectiveness of professional development through district benchmarks, data team results, and other local measures and will present findings to Cabinet three times per year. Instructional coaches, grade level leads, department chairs will support site and district initiatives by providing professional development.	All students	
4.7	The quality of instruction in building academic language will be deepened through school-wide ongoing professional development (including the AVID Framework, WICOR, and dELD) and supported by ongoing coaching and best-practice visits.	All students	
4.8	Students will be provide multiple opportunities for student collaboration and academic discourse throughout all content areas.	All students	
4.9	Students scoring 1-2 on ELPAC and have been in the US fewer than 2 years will take a 2 periods of ELA (ELD 1 and 2).	EL Students	
4.10	Teachers will be granted release time to observe best practices that support EL students and SPED students (AVID, dELD, iELD)	Focus on EL and students with IEP	2000 LCAP
4.11	Teachers will be granted a summer curriculum planning time to develop units and lessons that support all students with language acquisition, with an emphasis on providing additional supports and structures for EL and SPED students.	All students with focus on ELs and students with IEPs	7,000 LCAP
4.12	Formative and summative assessment data from district benchmarks, work samples, and progress on standards will be used to monitor progress of ELs through English Language Progress Monitoring (ELPM) and progress on ELD Goals will be reported on an ELD report card.	EL Students	2000 LCAP
4.13	ELD and SPED teachers will be trained in foundational literacy strategies and provided resources to implement into the ELD and Study Skill support classes.	EL Students	2500 LCAP
4.14	All departments will support ELs by focusing on literacy across the content via implementation of WICOR strategies in order to address low proficiency rates on CAASPP ELA and Math.	All students with a focus on EL (LCAP 5.4)	
4.15	Teachers and administrators will use Zaratta Hammond's Culturally Responsive Teaching and the Brain as the foundation for professional development and to improve instruction for all	All students, with a lens on English Learners	

students. This will support with AVID WICOR (CMS) focus areas at the site. Ongoing professional development will be provided, which will include coaching and planning time.		
--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

A significant shift to the school plan is the removal of opportunities for parents to engage with the school campus. The new Goal 4 now focuses on English Language Learners (ELs), previously addressed under Goal 5.

While overall proficiency rates on CAASPP and NWEA remain low, EL students are still progressing toward reclassification. Last year, 20% of ELs were reclassified through the Language Review Team process.

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

- St. 1: Not Met: No Beyond the Bell interventions were offered, instead funds were reallocated to support Homework Club and partnership with Mathnasium.
- St. 2: Met: Bilingual Paras were strategically placed in math classes.
- St. 3: Met: Students were provided targeted EL Support based on data.
- St. 4: Met: Teachers were provided planning time for EL support classes.
- St. 5: Met: Teachers were trained on Higher Vista's ELD curriculum.
- St. 6: Met: Principal and APs continued to monitor the effectiveness of the program.
- St. 7: Partially Met: Professional Development on AVID WICOR to support student discourse was provided but implementation is still a work in progress.
- St. 8: Partially Met: Academic discourse opportunities were seen throughout the campus however, only at a rate of 33% based on Best Practice Visits.
- St. 9: Met: Newcomer students were provided two periods of designated English Language Development courses.
- St. 10: Partially Met: Only department chairs were released to observe best practices that support ELs and students with IEPs.
- St. 11: Met: Teachers were provided the opportunity to plan over the summer, planning focused on supporting our ELs.
- St. 12: Met: Progress Monitoring of ELs was done throughout the year by reviewing local measures.
- St. 13: Met: Teachers were trained in foundational literacy strategies by the district.
- St. 14: Met: All departments had a focus on supporting ELs through focusing on literacy across the content.
- St. 15: Partially Met: Both teachers and administrators were trained on Cultural Responsive Teaching and the Brain, teachers were offered coaching, but planning time was not utilized.

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

Goal 4 from the previous school plan has been replaced. The new Goal 4 now focuses on English Language Learners (ELs), previously addressed under Goal 5.

The percentage of English Learners reclassified in grades 6-8 was 20% for the 2023-2024 school year, which fell short of our reclassification goal of 25%. However, it is important to note that a significant influx of newcomers entering CMS during the 2023-2024 school year impacted the reclassification percentage. After an in-depth analysis of the English Language Proficiency Assessment for California (ELPAC), we identified that 14% (26) of EL students scored a Level 4 on the 2023-24 ELPAC.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$140,408.85
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$78,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCAP	\$78,600.00

Subtotal of state or local funds included for this school: \$78,600.00

Total of federal, state, and/or local funds for this school: \$78,600.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCAP	78,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	78,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,200.00
Goal 2	19,300.00
Goal 3	28,000.00
Goal 4	17,100.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Daniel Poo	Principal
Lindsay Choi	Other School Staff
Justin Shieh	Classroom Teacher
Roxana Portillo	Other School Staff
Patricia Carpio Aguilar	Classroom Teacher
Glenda Galan	Parent or Community Member
Suzanne O'Brien	Parent or Community Member
Carmen Villegas	Parent or Community Member
Victoria Andrade	Secondary Student
Fernando Aju/Trinity Largo	Secondary Student

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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 23rd, 2024.

Attested:



Principal, Daniel Poo on 9/30/24



SSC Chairperson, Suzanne O'Brien on 10/2/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023