



Additional Targeted Support and Improvement (ATSI)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alice Birney Elementary School	12-75515-6007751	4/16/2025	

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 Alice Birney Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance.....	22
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	36
Goal 3.....	39
Goal 4.....	41
Goal 5.....	43
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan.....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49
Instructions.....	50
Appendix A: Plan Requirements	57

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements60

Appendix C: Select State and Federal Programs63

Plan Description

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

Alice Birney's School Plan for Student Achievement is aligned with Eureka City Schools' Strategic Plan and LCAP, which also align with Federal Program funding requirements. The recommendations in this plan were approved by the Site Council and ELAC entities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council met on March 12, 2025 to review the SPSA recommendations and provided feedback to principal. ELAC president and ELAC reviewed the draft on January 29, 2025. At this meeting, stakeholders reviewed previous year's data, discussed Alice Birney's academic and school climate, and elicited input. School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the recommendations made by the Principal. At April 16, 2025 meeting, Site Council approved the budget and goal recommendations. On April 24, 2025, ELAC reviewed the recommendations and approved them for 2025-2026 school year.

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 only.

Alice Birney was identified last year for Additional Targeted Support and Improvement (ATSI) for chronic absenteeism is a specific intervention mandated by the Every Student Succeeds Act (ESSA) aimed at schools struggling with high rates of chronic absenteeism. Alice Birney is no longer identified for this intervention. For the next two years, Alice Birney will assess and monitor our Asian and Homeless who are underperforming. Alice Birney Elementary School will continue to implement our SART, home visits, Multi-tiered System of support Team to refer and provide interventions and supports for students with absenteeism concern. The ultimate goal of these strategies is to effectively address attendance, thereby improving student engagement and academic outcomes. Alice BirneyElementary School will create improvement plans that involve evidence-based interventions, regular monitoring, and evaluation of progress.

Baseline Data:

According to the California Dashboard data from the 2023 school year, 23.3% of Asian students were chronically absent, which was an increase of 1.5% (60 students) from the previous year and 51% of Homeless youth were chronically absent which was an increase of 7.8% from the previous year.

Long Term Goal:

By the end of the 2026-2027 academic year, reduce the chronic absenteeism rate for Asian and Homeless students 10% through targeted interventions, support programs, and community engagement initiatives. This will involve implementing evidence-based strategies tailored to address the unique barriers faced by these subgroups, regularly monitoring attendance data, fostering a collaborative environment among educators, families, and community partners to ensure sustained improvement in attendance rates, and increase personnel to support attendance initiatives.

According to our Powerschool Insights data, on April 21, 2025, Alice Birney's homeless population is attending school at 87% rate. Alice Birney's Asian population is attending school at 95.52% this year.

Short Term Goal:

By the end of the 2024-2025 academic year, achieve a 5% reduction in chronic absenteeism rates for Asian and Homeless students by implementing initial targeted interventions, such as regularly monitoring attendance data, personalized attendance plans, increased communication with families, parent engagement nights, and the introduction of support services aimed at addressing specific needs related to attendance barriers.

Alice Birney has successfully reach this goal! Alice Birney's Asian populations is 9.19% chronically absent. The previous year 23.3 % of the Asian population was chronically absent. Using our SART to drill down to the areas of need.

The team implemented a comprehensive plan to support each family through communication, data, and materials as needed.

Alice Birney has successfully reached the second goal! Alice Birney's Homeless populations is 39.04% chronically absent. The previous year 51% of the Homeless learners at AB were chronically absent which is a decrease of about 11%.

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.

Alice Birney performed in the "red" for English Language Arts. 81.6% of the learners at Alice Birney perform below standard. No subgroups performed at proficiency. This year, AB declined 4.2. points. In Mathematics, Alice Birney performed in the "orange". 81.2 % are performing below standard. Our Hispanic and SED populations scored in the "yellow" for Mathematics. English Learners scored in the "red" in Mathematics as well. By June 2027, 90% of the learners at Alice Birney will perform near or at standard in ELA and Math as measured by the CAASPP. By April 2027, 100% of our 3-5th grade learners are reading at or above grade level.

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.

Last year, Alice Birney scored in the "red" for Suspension rate. SED and white learners within the 'red' performance band. Currently 3.7% of learners are suspended. By June 2027, less than 1.5% of the learners will be suspended, specifically SED.

Other Needs

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

Alice Birney will use mClass data, BPST and IXL diagnostic data as multiple measures for learner growth. By June 2025, 100% of our 1st grade learners will be At grade level in all areas of Reading as measured by mClass data. Currently, 46% of our 1st graders are performing at or above grade level. By June 2027, 100% of our 3rd grade learners will be AT grade level in Reading and Math as measured by the CAASPP. As of April 2025, 44% of our 3rd graders are performing at grade level at least as measured by mClass assessment by Amplify.

Alice Birney has successfully reach this goal! Alice Birney's Asian populations is 9.19% chronically absent. The previous year 23.3 % of the Asian population was chronically absent. Using our SART to drill down to the areas of need. The team implemented a comprehensive plan to support each family through communication, data, and materials as needed.

Alice Birney has successfully reached the second goal! Alice Birney's Homeless populations is 39.04% chronically absent. The previous year 51% of the Homeless learners at AB were chronically absent which is a decrease of about 11%.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	6.15%	4.85%	3.92%	24	19	15
African American	3.08%	4.08%	4.18%	12	16	16
Asian	15.38%	15.05%	15.93%	60	59	61
Filipino	0.26%	0.51%	0.52%	1	2	2
Hispanic/Latino	34.62%	31.38%	31.07%	135	123	119
Pacific Islander	2.05%	3.06%	3.13%	8	12	12
White	25.38%	27.55%	25.33%	99	108	97
Multiple/No Response	13.08%	13.52%	15.93%	51	53	61
Total Enrollment				390	392	383

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	84	95	48
Grade 1	53	53	69
Grade 2	78	51	54
Grade3	65	77	53
Grade 4	53	58	80
Grade 5	57	58	56
Total Enrollment	390	392	383

Conclusions based on this data:

1. Implement a school publicity plan. Using social media, our new website, marquee, all calls, monthly written communication, and a school messenger system Alice Birney will increase outreach and balance the perception of our school in the community.
2. Develop a strong PTA to increase connectedness on the CHKS survey by 10%. Monthly communication by teachers, weekly website updates, regular family events. Monthly event around community and academics.

3. Leverage School Attendance Review Team with clerk, Social Worker, CSL, and admin to decrease absenteeism by 5%. Refer to SARB and SST process Use Social Worker and intern for home visits. Create partnership with law enforcement and outside providers.

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	130	138	132	39.1%	33.3%	34.5%
Fluent English Proficient (FEP)	8	11	12	1.8%	2.1%	3.1%
Reclassified Fluent English Proficient (RFEP)	3	7		3.4%		

Conclusions based on this data:

1. The percentage of English Learners enrolled at Alice Birney remains consistent through the years, highlighting the need to continue high level services to this subgroup. Intervene with LTEL into 25-26 school year. Long Term English Learners will be a focus of the MTSS team. ELD will continue to implement ELPAC practice and ELPAC practice night with families.
2. Oral practice scores were the most consistent on the ELPAC; oral practice will continue as a pillar of ELD instruction. Continued support of Oral Language Development into 23-24 school year. 23-24 ELPAC scores show preliminary 14 students grades 3-5th scored 4. 17 students scored 4 on ELPAC across all grades, as compared to 7 in 21-22. Next year, we will build in structural routines around oral language practices to enhance ELA and WIN times.
3. Provide direct services to newcomers, non-native speakers of Spanish will receive bilingual support as students transition back into school. Ensure bilingual support for families around digital registrations, surveys, and events.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	78	52	60	75	47	60	75	47	93.8	96.2	90.4
Grade 4	53	56	76	51	53	74	51	53	74	96.2	94.6	97.4
Grade 5	57	57	57	55	55	53	55	55	52	96.5	96.5	93
All Grades	174	191	185	166	183	174	166	183	173	95.4	95.8	94.1

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2340.	2339.	2345.	5.00	4.00	2.13	10.00	10.67	8.51	18.33	24.00	23.40	66.67	61.33	65.96
Grade 4	2394.	2391.	2398.	5.88	9.43	8.11	15.69	13.21	6.76	15.69	11.32	18.92	62.75	66.04	66.22
Grade 5	2435.	2428.	2411.	5.45	9.09	5.77	14.55	14.55	9.62	27.27	27.27	17.31	52.73	49.09	67.31
All Grades	N/A	N/A	N/A	5.42	7.10	5.78	13.25	12.57	8.09	20.48	21.31	19.65	60.84	59.02	66.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	4.00	2.13	51.67	53.33	42.55	43.33	42.67	55.32
Grade 4	3.92	3.77	4.05	52.94	58.49	64.86	43.14	37.74	31.08
Grade 5	9.09	7.27	9.62	61.82	50.91	34.62	29.09	41.82	55.77
All Grades	6.02	4.92	5.20	55.42	54.10	49.71	38.55	40.98	45.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.08	4.00	6.38	32.20	37.33	46.81	62.71	58.67	46.81
Grade 4	0.00	5.66	2.70	49.02	37.74	47.30	50.98	56.60	50.00
Grade 5	1.82	9.09	1.92	45.45	49.09	42.31	52.73	41.82	55.77
All Grades	2.42	6.01	3.47	41.82	40.98	45.66	55.76	53.01	50.87

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	4.00	4.26	68.33	73.33	70.21	26.67	22.67	25.53
Grade 4	3.92	11.32	4.05	70.59	66.04	59.46	25.49	22.64	36.49
Grade 5	12.73	7.41	1.92	56.36	61.11	59.62	30.91	31.48	38.46
All Grades	7.23	7.14	3.47	65.06	67.58	62.43	27.71	25.27	34.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	1.33	4.26	51.67	56.00	48.94	43.33	42.67	46.81
Grade 4	9.80	5.66	5.41	52.94	67.92	66.22	37.25	26.42	28.38
Grade 5	7.27	10.91	11.54	60.00	54.55	46.15	32.73	34.55	42.31
All Grades	7.23	5.46	6.94	54.82	59.02	55.49	37.95	35.52	37.57

Conclusions based on this data:

1. Scores are decreasing over time. Yet cohorts are progressing- Reading 53% in 3rd grade and 64% in 4th grade are at standard. In writing, 37% to 47% are at standard. Overall, 4th grade to 5th grade not making as much growth as third to 4th. Continue need for instructional support in classrooms. Learners need reading intervention at their targeted level. WIN can provide an opportunity for learners to receive "whatever is needed." Extra instructional support will be needed for success implementation. Reading Intervention teacher will work with teachers to build a strong Tier 1 literacy instruction program. Progress monitoring and responding to the data will be implemented this year with aides and technicians. Build class list in first grade to close the gap from kinder to first transition. Explore how to do this next year in another grade.
2. Leverage individualized programs to meet learners areas of concern, success through BOOST and IXL. Design an incentive program to increase engagement on these individualized programs.
3. Implement co-teaching unit for the first four weeks. Include "Getting Along Unit" in intermediate level, writing project, and structured student talk routines will be consistent across 1-5th grades. Increasing oral language development to increase listening, speaking scores by 6% at standard.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	78	52	61	75	52	60	75	52	95.3	96.2	100
Grade 4	53	56	76	51	54	75	51	54	74	96.2	96.4	98.7
Grade 5	57	57	57	55	57	54	55	56	53	96.5	100.0	94.7
All Grades	174	191	185	167	186	181	166	185	179	96.0	97.4	97.8

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2337.	2362.	2369.	5.00	4.00	5.77	6.67	10.67	17.31	15.00	29.33	19.23	73.33	56.00	57.69
Grade 4	2409.	2409.	2420.	7.84	3.70	2.70	11.76	16.67	12.16	29.41	27.78	41.89	50.98	51.85	43.24
Grade 5	2440.	2431.	2439.	0.00	5.36	9.43	16.36	14.29	7.55	23.64	21.43	22.64	60.00	58.93	60.38
All Grades	N/A	N/A	N/A	4.22	4.32	5.59	11.45	13.51	12.29	22.29	26.49	29.61	62.05	55.68	52.51

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	4.00	5.77	31.67	45.33	38.46	63.33	50.67	55.77
Grade 4	9.80	1.85	4.05	33.33	38.89	51.35	56.86	59.26	44.59
Grade 5	1.82	8.93	5.66	50.91	37.50	50.94	47.27	53.57	43.40
All Grades	5.42	4.86	5.03	38.55	41.08	47.49	56.02	54.05	47.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	8.00	3.85	41.67	46.67	63.46	53.33	45.33	32.69
Grade 4	5.88	5.56	4.05	58.82	46.30	64.86	35.29	48.15	31.08
Grade 5	0.00	3.57	3.77	58.18	55.36	49.06	41.82	41.07	47.17
All Grades	3.61	5.95	3.91	52.41	49.19	59.78	43.98	44.86	36.31

Conclusions based on this data:

1. Scores are decreasing over time. Some grade cohorts decreased by 10% points. Teachers need more training on the teaching of mathematics. To increase learner ownership of mathematical skills mastered, design Admin led PD around Kim Sutton's work with Math Fluency and practice. Teachers will learn strategies to implement math games in the classroom.
2. Implement WIN time in Math this year. Provide targeted support schedule for each grade level. This support will provide tiered instruction to learners, meeting them where they are/ whatever they need in math. Use data on IXL to drive targeted instruction.
3. Leverage math programs to increase individual growth: 1-5th grade teachers will utilize IXL , 3-5th Teachers will provide more practice on Math performance task through interim system.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1399.3	1434.4	1428.7	1421.9	1434.3	1436.7	1346.4	1434.7	1410.1	20	32	36
1	1458.5	1431.4	1472.1	1469.7	1452.1	1490.7	1446.9	1409.9	1452.8	21	16	20
2	1485.7	1457.7	1457.5	1494.2	1466.0	1485.8	1476.6	1449.0	1428.6	27	22	17
3	1489.5	1496.6	1465.2	1491.2	1504.3	1464.6	1487.2	1488.4	1465.4	16	22	25
4	1519.8	1504.5	1518.3	1520.5	1507.4	1528.8	1518.7	1501.2	1507.4	22	14	20
5	1538.7	1546.7	1517.1	1539.1	1560.9	1521.6	1537.6	1532.0	1512.4	21	19	14
All Grades										127	125	132

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	34.38	14.29	20.00	15.63	37.14	60.00	28.13	37.14	15.00	21.88	11.43	20	32	35
1	9.52	6.25	21.05	28.57	37.50	47.37	47.62	31.25	21.05	14.29	25.00	10.53	21	16	19
2	18.52	4.55	5.88	62.96	59.09	47.06	14.81	18.18	29.41	3.70	18.18	17.65	27	22	17
3	18.75	22.73	12.00	43.75	45.45	20.00	25.00	18.18	44.00	12.50	13.64	24.00	16	22	25
4	27.27	28.57	20.00	40.91	35.71	50.00	13.64	14.29	25.00	18.18	21.43	5.00	22	14	20
5	38.10	42.11	35.71	28.57	26.32	21.43	28.57	21.05	28.57	4.76	10.53	14.29	21	19	14
All Grades	19.69	24.00	16.92	38.58	35.20	36.92	30.71	22.40	32.31	11.02	18.40	13.85	127	125	130

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	34.38	20.00	25.00	25.00	34.29	50.00	18.75	34.29	15.00	21.88	11.43	20	32	35
1	23.81	0.00	47.37	52.38	56.25	31.58	19.05	31.25	15.79	4.76	12.50	5.26	21	16	19
2	48.15	18.18	35.29	40.74	54.55	29.41	3.70	13.64	35.29	7.41	13.64	0.00	27	22	17
3	31.25	59.09	20.00	56.25	22.73	36.00	6.25	4.55	24.00	6.25	13.64	20.00	16	22	25
4	54.55	50.00	60.00	22.73	28.57	25.00	18.18	0.00	10.00	4.55	21.43	5.00	22	14	20
5	52.38	52.63	57.14	42.86	26.32	7.14	4.76	15.79	21.43	0.00	5.26	14.29	21	19	14
All Grades	37.80	36.00	36.15	39.37	34.40	29.23	16.54	14.40	24.62	6.30	15.20	10.00	127	125	130

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	21.88	14.29	10.00	15.63	25.71	40.00	40.63	48.57	50.00	21.88	11.43	20	32	35
1	14.29	6.25	10.53	14.29	18.75	36.84	38.10	25.00	31.58	33.33	50.00	21.05	21	16	19
2	0.00	0.00	0.00	51.85	50.00	47.06	44.44	13.64	17.65	3.70	36.36	35.29	27	22	17
3	12.50	9.09	8.00	31.25	18.18	12.00	31.25	63.64	40.00	25.00	9.09	40.00	16	22	25
4	18.18	0.00	0.00	18.18	42.86	35.00	36.36	21.43	40.00	27.27	35.71	25.00	22	14	20
5	14.29	10.53	7.14	38.10	31.58	28.57	28.57	42.11	21.43	19.05	15.79	42.86	21	19	14
All Grades	9.45	9.60	7.69	28.35	28.00	29.23	37.01	36.00	36.15	25.20	26.40	26.92	127	125	130

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	40.63	14.29	50.00	40.63	82.86	30.00	18.75	2.86	20	32	35
1	47.62	43.75	47.37	42.86	43.75	47.37	9.52	12.50	5.26	21	16	19
2	40.74	28.57	35.29	51.85	66.67	58.82	7.41	4.76	5.88	27	21	17
3	31.25	18.18	20.83	62.50	59.09	41.67	6.25	22.73	37.50	16	22	24
4	59.09	35.71	40.00	40.91	50.00	55.00	0.00	14.29	5.00	22	14	20
5	19.05	36.84	28.57	76.19	52.63	64.29	4.76	10.53	7.14	21	19	14
All Grades	37.01	33.87	28.68	53.54	51.61	60.47	9.45	14.52	10.85	127	124	129

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	18.75	25.71	50.00	43.75	57.14	30.00	37.50	17.14	20	32	35
1	9.52	0.00	47.37	80.95	87.50	47.37	9.52	12.50	5.26	21	16	19
2	55.56	45.45	29.41	37.04	40.91	64.71	7.41	13.64	5.88	27	22	17
3	43.75	77.27	36.00	43.75	9.09	40.00	12.50	13.64	24.00	16	22	25
4	54.55	57.14	60.00	31.82	21.43	30.00	13.64	21.43	10.00	22	14	20
5	80.95	73.68	64.29	19.05	15.79	21.43	0.00	10.53	14.29	21	19	14
All Grades	44.88	44.00	40.77	43.31	36.00	45.38	11.81	20.00	13.85	127	125	130

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	31.25	8.57	55.00	46.88	82.86	35.00	21.88	8.57	20	32	35
1	14.29	18.75	21.05	23.81	31.25	52.63	61.90	50.00	26.32	21	16	19
2	14.81	0.00	0.00	81.48	63.64	58.82	3.70	36.36	41.18	27	22	17
3	0.00	0.00	4.00	62.50	40.91	24.00	37.50	59.09	72.00	16	22	25
4	4.55	0.00	0.00	59.09	42.86	60.00	36.36	57.14	40.00	22	14	20
5	4.76	5.26	7.14	71.43	63.16	42.86	23.81	31.58	50.00	21	19	14
All Grades	8.66	11.20	6.92	59.84	48.80	56.15	31.50	40.00	36.92	127	125	130

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	31.25	37.14	35.00	40.63	40.00	65.00	28.13	22.86	20	32	35
1	9.52	6.25	0.00	61.90	68.75	78.95	28.57	25.00	21.05	21	16	19
2	14.81	18.18	23.53	77.78	59.09	64.71	7.41	22.73	11.76	27	22	17
3	43.75	40.91	16.00	31.25	54.55	64.00	25.00	4.55	20.00	16	22	25
4	36.36	64.29	55.00	50.00	7.14	40.00	13.64	28.57	5.00	22	14	20
5	38.10	47.37	35.71	52.38	36.84	42.86	9.52	15.79	21.43	21	19	14
All Grades	22.83	33.60	28.46	53.54	45.60	53.85	23.62	20.80	17.69	127	125	130

Conclusions based on this data:

1. Implement Getting Along unit with writing, structured student talk routines, and co-teaching for 4 weeks.
2. Our English Learners are struggling to RFEP due to their reading scores. Increase reading scores on ELPAC by 5 points to increase number of students RFEP this year. 12 RFEP students at Alice Birney this year.
3. Design a strong TK program for EL instruction next year with increase of TK students for early intervention on oral language development.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
383	86.4%	34.5%	2.1%
Total Number of Students enrolled in Alice Birney Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	34.5%
Foster Youth	8	2.1%
Homeless	44	11.5%
Socioeconomically Disadvantaged	331	86.4%
Students with Disabilities	66	17.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	4.2%
American Indian	15	3.9%
Asian	61	15.9%
Filipino	2	0.5%
Hispanic	119	31.1%
Two or More Races	61	15.9%
Pacific Islander	12	3.1%
White	97	25.3%

Conclusions based on this data:

1. Alice Birney has a significant number of English Learners (39.1%) who are in need of Designated ELD provided by a highly trained ELD teacher and Integrated ELD provided by the classroom teacher. Newcomers support with

Bilingual Technician. The barrier to RFEP classification is reading. Increasing targeted reading instruction through WIN will be high priority.

2. Alice Birney student population consists of roughly 79% students of color. Culturally relevant materials and instructional strategies must be of high priority. Ensuring materials are available in Spanish.
3. With 93% SED and 7% homeless, Alice Birney staff must be trained and routinely practice culturally responsive and trauma informed instruction. The implementation of a community school model (The Nest) will support this population we serve. The school also must provide supports for learners in crisis. Social worker and interns have become a part of our Student Study Team process, and tiered interventions/supports for students/families.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Orange</p></div>		

Conclusions based on this data:

1. The significant gap below standard and the recent decline in ELA performance at Alice Birney necessitate a comprehensive and strategic approach. By addressing these considerations in the Single Plan for Student Achievement, the school can work towards reversing the negative trend and improving overall ELA performance.

Reading by the end of third grade is our primary goal. We believe in the Science of Reading, and use direct phonics instruction with UFLI and other research based programs to teach systematically. Only 44% current 3rd graders read at or above standard. By June 2026, 70% of our 4th graders will be at or above standard.

2. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. Leveled curriculum in grade level pure groups. The significant gap between current performance and the standard (93.8 points) indicates a critical need for targeted interventions. The decline of 13 points suggests that previous strategies may not have been effective and require reassessment. Develop and implement specific strategies to address identified areas of weakness:
 - * Reading comprehension
 - * Writing skills
 - * Vocabulary development
 - * Critical thinking
3. Continue to decrease suspension rate and increase school connectedness on the CHKS. Alice Birney is implementing a Community Schools Model this year to support students in accessing their learning when behavior is a barrier. Moreover, Alice Birney uses Restorative practices and Other Means of Correction to decrease suspension rates. Providing social emotional support through Second Step, PBIS, and reaching out to community mental health and other service agencies is a critical component to decreasing suspension rates and strengthening students' connectedness to school. Social Emotional development will be embedded through our garden project into ELA/math literacy.

School and Student Performance Data

Academic Performance English Language Arts

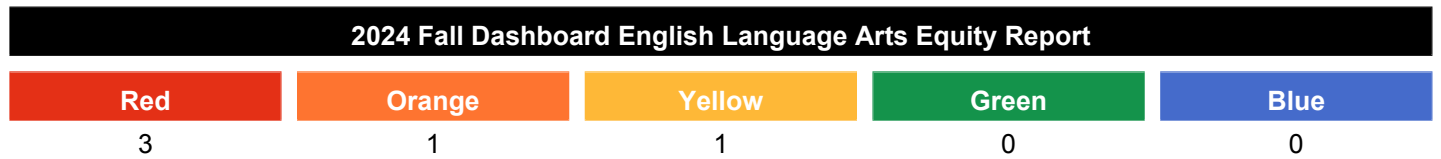
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Red</div> <div>82.1 points below standard</div> <div>Maintained 0.6 points</div> <div>167 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>93.8 points below standard</div> <div>Declined 13.0 points</div> <div>59 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>130.6 points below standard</div> <div>Declined 25.6 points</div> <div>20 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>84.2 points below standard</div> <div>Maintained 0.5 points</div> <div>158 Students</div>

Students with Disabilities  Orange 100.9 points below standard Increased 43.1 points 37 Students	African American  No Performance Color Less than 11 Students 8 Students	American Indian  No Performance Color Less than 11 Students 7 Students
Asian  No Performance Color 74.4 points below standard Increased 3.4 points 23 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 86.9 points below standard Declined 12.0 points 55 Students
Two or More Races  No Performance Color 87.8 points below standard Declined 28.7 points 27 Students	Pacific Islander  No Performance Color Less than 11 Students 8 Students	White  Yellow 69.1 points below standard Increased 33.7 points 40 Students

Conclusions based on this data:

1. White learners have increased. 2025-2026 Learners who identify as white will increase 9.9 points to reach the standard. Using a co-teaching unit with social/emotional routines, structured student talk routines, writing, and collaboration will continue, as this was an action taken in 2024-2025 to increase literacy.
2. All learners maintained below standard. In 2025-2026 all learners will increase 9 points below the standard to move from Red to Orange. This year, we implemented WIN. Reading interventionist, small group targeted instruction for one part of the day/ 5 days a week. Instructional support in TK-2 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students.
3. English Learners declined further below standard. Analyzing ELPAC scores shows reading is the barrier to reaching standard. In 2025-2026 English Learners will increase by 11 points below the standard to move from Red to Orange. In order to reach this goal leverage BOOST to provide structured individual support. Provide incentive to increase engagement around this tool. Teach parents / families to use at opening of the year at a Family Night.

School and Student Performance Data

Academic Performance Mathematics

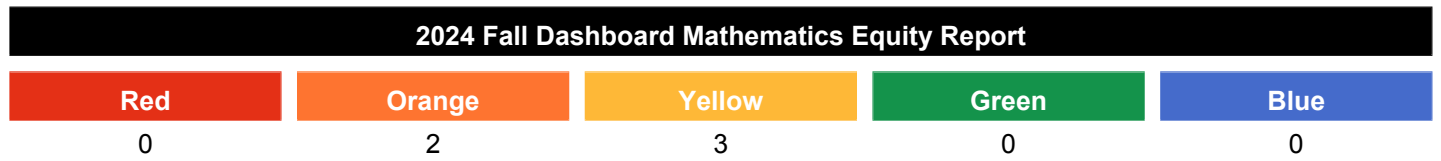
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>72.8 points below standard</div> <div>Increased 8.4 points</div> <div>170 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>86.2 points below standard</div> <div>Increased 9.8 points</div> <div>62 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>136.5 points below standard</div> <div>Declined 15.4 points</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>74.7 points below standard</div> <div>Increased 8.5 points</div> <div>160 Students</div>

Students with Disabilities  Orange 98.8 points below standard Increased 41.3 points 36 Students	African American  No Performance Color Less than 11 Students 8 Students	American Indian  No Performance Color Less than 11 Students 7 Students
Asian  No Performance Color 36.7 points below standard Increased 50.6 points 23 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 80.8 points below standard Declined 5.7 points 57 Students
Two or More Races  No Performance Color 75.1 points below standard Declined 12.3 points 27 Students	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  Yellow 66.2 points below standard Increased 18.3 points 40 Students

Conclusions based on this data:

1. Many populations showed an increase in math scores this year. Focusing on Hispanic learners- specific newcomers. By June 2026, Hispanic learners will increase by 11 points to move from Yellow to Increased Significantly yellow. Continued efforts to align a continuum of instruction in best math practices utilizing the adopted curriculum, as well as teachers receiving coaching support, will be necessary. Provide staff development around mathematical play with Kim Sutton
2. Increase all learners by 25 points to reach at standard in mathematics. Implement WIN time for math to accomplish this goal. Provide schedule.
3. Leverage IXL program to provide targeted instruction and assess effectiveness during this WIN time. Incentivize this program to increase engagement. Teach families to use this program at opening of the year at Family Night.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
48.3% making progress.	making progress.
Number Students: 89 Students	Number Students: 0 Students

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.

2024 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
21.3%	28.1%	7.9%	40.4%

Conclusions based on this data:

- English Learners declined further below standard. Analyzing ELPAC scores shows reading is the barrier to reaching standard. In 2025-2026 English Learners will increase by 11 points below the standard to move from Red to Orange. In order to reach this goal leverage BOOST to provide structured individual support. Provide incentive to increase engagement around this tool. Teach parents / families to use at opening of the year at a Family Night.
- Actions and Services need to focus on providing instruction for EL learners in all Proficiency categories. Continued support in leveled and grade specific groups with credentialed teacher. Newcomers will be provided with direct transitional support in native language if Spanish.
- Classroom teachers need to focus efforts on high leverage instructional strategies, such as Structured Student Talk and vocabulary development, as well as providing authentic experiences to develop language skills and increase comprehension as a part of their Integrated ELD program. We will implement the Getting Along Unit across all grades for four weeks to build routines in Structured Student Talk and writing. ELD teachers will co-teach.

School and Student Performance Data

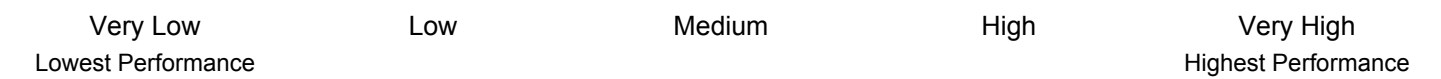
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

31% Chronically Absent

Declined 7.2

400 Students

English Learners



Orange

24.1% Chronically Absent

Declined 0.5

145 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

10 Students

Homeless



Orange

50% Chronically Absent

Declined 1

54 Students

Socioeconomically Disadvantaged



Yellow

31% Chronically Absent

Declined 7.1

371 Students

Students with Disabilities  Orange 35.9% Chronically Absent Declined 7.3 78 Students	African American  No Performance Color 53.3% Chronically Absent Declined 2.9 15 Students	American Indian  No Performance Color 57.1% Chronically Absent Increased 12.1 14 Students
Asian  Yellow 19% Chronically Absent Declined 4.3 63 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 26.5% Chronically Absent Declined 5.1 132 Students
Two or More Races  Red 41% Chronically Absent Increased 4.1 61 Students	Pacific Islander  No Performance Color 33.3% Chronically Absent Declined 20.5 12 Students	White  Orange 32% Chronically Absent Declined 16.7 100 Students

Conclusions based on this data:

1. Alice Birney will focus on English Learners, Homeless Students with Disabilities Hispanic and White learners to increase by 5 points to move from Orange to Yellow. Attempt to decrease rate by 16 points to meet standard to move Asian learners to Green for attendance. Alice Birney will chronic absenteeism rate of Asian learners through Weekly SART meeting with Asian families using a Hmong translator.
2. Alice Birney staff needs to focus on Homeless learners who are chronically absent: Weekly check ins with Homeless families- at dismissal, on the phone, Increase engagement for learners with authentic field trips, enrichment of the arts into curriculum, and targeting instruction at own level using WIN structure , Explore “Meaningful Work” program for students disengaged to attend , Provide McKinney Vento supports through Community School such as transportation and assistance with gas.
3. Alice Birney will increase parent engagement through bi-weekly chats across Spanish, Hmong, and English and building our PTA, Site Council, and ELAC where at least 10% of parents are involved. 95% of our families will report feeling connected to the school as shown on our CHKS, Community School surveys.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Begin talking about college at Fifth Grade Middle School Information evening

School and Student Performance Data

Conditions & Climate Suspension Rate

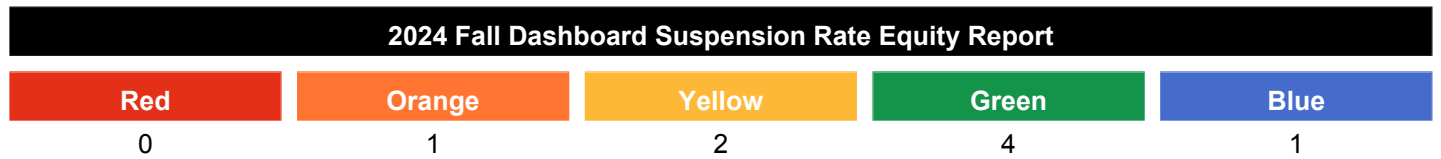
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>2% suspended at least one day</div> <div>Declined 1.3%</div> <div>409 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.7% suspended at least one day</div> <div>Declined 0.7%</div> <div>145 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>3.7% suspended at least one day</div> <div>Declined 1.9%</div> <div>54 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.9% suspended at least one day</div> <div>Declined 1.5%</div> <div>377 Students</div>

Students with Disabilities  Orange 5% suspended at least one day Increased 2.3% 80 Students	African American  No Performance Color 6.3% suspended at least one day Increased 6.3% 16 Students	American Indian  No Performance Color 0% suspended at least one day Maintained 0% 14 Students
Asian  Blue 0% suspended at least one day Declined 1.6% 64 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 2.3% suspended at least one day Maintained 0.1% 133 Students
Two or More Races  Green 1.6% suspended at least one day Declined 3.4% 61 Students	Pacific Islander  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	White  Green 2.8% suspended at least one day Declined 3.3% 106 Students

Conclusions based on this data:

1. Decrease suspension rate for students with disabilities. In 2025-2026, Alice Birney will implement the hybrid model in SPED to decrease changes for learners with the most needs. Students with disabilities will decrease by 2.0 percentage points to move from Orange to Yellow. A sensory corner will be designed within one of the special education rooms to promote de-escalation and avoid suspension.
2. Decrease the suspension rate for homeless youth at Alice Birney. Decrease by 3% from Yellow to Green, at standard.
3. In order to continue to decrease suspension rates, early intervention and prevention is important. Deepen Tier 1 supports and interventions through MTSS team with a stronger PBIS element to the Leadership Team. Develop a Tier 2 team and weekly communicate the progress of learners and update on next steps. Develop a communication system for teachers around Tier 2 and Tier 3 behaviors.

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.

All Learners will increase 10.1 points below the standard to move from Red to Orange as measured by CAASPP
44% of our third graders are performing at or above grade level on the Middle of the Year assessment in April 2025 by mClass. On the Beginning of the Year mClass assessment, 43% of our third graders are performing at or above standard on the Middle of the Year assessment by mClass. By the end of 2025-2026, 73% of third graders will perform at standard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- All students will demonstrate college and career readiness in clean and modernized schools.

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.

Alice Birney learners are struggling in ELA . The majority of learners are below the standard. Most learners maintained on ELA and grew in Math even though they are below standard. White learners increased significantly, yet they are Yellow, still below standard. Learners with disabilities increase significantly, and they are performing below standard. EL learners struggled to meet standard on the ELPAC due to their ability to read. Reading is an urgency. The gains in math will be leveraged to increase learners at standard.

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
mClass BOY, MOY, EOY data and comparison	mClass data: K 49% 1 46% 2 38% 3 44% 4 36.8 5 44%	38% of 2nd graders perform on standard. By end of 2025-2026, 73% of third graders will perform on standard.
IXL diagnostic	2-5th grade learners will be at or above grade level in math as measured by the IXL diagnostic 2 45 3 38% 4 37% 5 21%	75% learners in 2-5th grade will perform at standard in IXL diagnostic
CHKS both parents and students	Connectedness in 2024 was 68%	In 2025-2026, 75% of learners will report connected to an adult on site
ELPAC	41.4% of EL progressed at least one level on ELPI	65% of EL will progress at least one level on ELPI

	21.8% of EL decreased at least one level on ELPI	Increase learners who meet RFEP criteria to 12 (10)
Chronic Absenteeism and attendance rate Increase attendance rate to ensure learners have an optimal opportunity to learn to read, write, and perform math at grade level.	Currently our attendance rate is 92.8% according to ECS Powerschool Insights. Chronic Absenteeism rate 20% Increase attendance rate to ensure learners have an optimal opportunity to learn to read, write, and perform math at grade level.	Increased attendance rate 3 percentage points while decreasing the chronic absenteeism rate by 5% to 15%.

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	Build curriculum and materials for TK/ K expansion, purchase thematic books, supplies, materials for all students	All	9,530 Title I 4000-4999: Books And Supplies
1.2	Provide attendance clerk .25FTE	All	20,640 Title I 2000-2999: Classified Personnel Salaries SART, chronic absenteeism, incentives (Pos 315 + 316 = 0.3125 FTE)
1.3	Build learner incentive program for BOOST and IXL to promote increase practice	All	9,000 Title I 4000-4999: Books And Supplies
1.4	Provide extra support for WIN in ELA and Math through the use of instructional aides and library support	All	40,449 Title I 2000-2999: Classified Personnel Salaries Pos 450 = 0.625 FTE
1.5		All	None Specified None Specified
1.6			None Specified None Specified attendance clerk

Annual Review

SPSA Year Reviewed: 2024-25

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.

Alice Birney overall had a successful implementation of the SPSA. Materials for implementing the new ELA program and UFLI were purchased and used effectively. Taiwan projects were done across each trimester. Attendance clerk actively supported Attendance Goal. Weekly SART meetings were held, plans put in place, and growth in some families, especially McKinney Vento- the decrease in chronic absenteeism is an example of the effectiveness. CARE/TOSA effectively led three coaching cycles on site. Leading Student Study Team - we had 65 MTSS referrals- and 32 SSTs with supports and interventions about 89% effective in changing behavior. Increase in instructional aide support provided reading intervention for 52 student individually and 15 classroom.

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

Strategy: Instructional aides

Discrepancy: Hired outside of allocated budget

Reason: Clarifying directed funding and discretionary

Impact: Reduced the overall number of instructional aide hours by 6.5

Adjustment; Eliminate instructional aide position to meet the directed funding source

Strategy: Attendance clerk

Discrepancy: Allocated only 2100 when the budget was 21,000.

Impact: Overspent on this line item

Adjustment: Allocate the appropriate amount as confirmed by Budget office of ECS.

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.

To provide comprehensive academic support through an instructional aide aiming to ensure 71% of learners are at standard for reading while operating within budget constraints.

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.

At least 90% of our learning community will report feeling connected and a sense of belonging to our school

This goal will be measured by the End of the year survey, CHKS, the ECS Elementary school climate survey, ECS Staff School Climate survey

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

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.

Learners are below standard for attendance as the Chronic Absenteeism rate is high. All students overall decreased absenteeism from Orange to Yellow, yet the learners are below standard.

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
Chronic Absenteeism rate	Socioeconomically disadvantaged students are Very High for Chronic Absenteeism.	Increase by 20p points and move all students from Very High to High. Move EL by 3.1 points and move from Orange to Yellow yet still below standard.
Decrease suspension rate by 10%	20 suspension this year. Continue to expand other means of correction and restorative actions through SST (3.7% suspension rate)	Decrease suspension rate by 10% Less than 18 suspensions this year.
CHKS	61% learners in 2-5th grade report connected to an adult at AB. 92% of learners report in 6x6 to have trusted adult- can name one	At least 80% of students report having a caring adult on campus in CHKS
Design an incentive program for all learners to increase engagement, belonging, connectedness around achievement and growth in BOOST and IXL.	Implemented the Quest Contest in April 2025; 161 learners reached the "challenge mode" in BOOST	85% of our learners will reach "challenge mode" in BOOST and master at least two skills a week in math through IXL.
School wide Matrix outlining common language, expectations, "soft skills" for learners to achieve in SOAR format	Old version of Be safe, respectful and responsible matrix	Matrix in SOAR format that all learners and teachers use daily to teach social / emotional development skills

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	Provide field trip opportunities for TK-5- bus transportation costs and registration/ticket fees possibly for shows Reflect instructional themes of grade level around ELA and SS/Sci standards; At least one a school year per grade level. Authentic writing opportunities Families invited to attend as chaperones	All	2,500 Title I 5000-5999: Services And Other Operating Expenditures Object 5715
2.2	Provide social emotional support for students through the use of our community garden Build holiday celebrations around seasons, incorporating indigenous plants, Work with Grow Together Tayloranne Finch; implement Garden curriculum that has been written to connect with both ELA/ math, the arts, and social/emotional development. Develop garden space to allow for outdoor teaching and learning.	All	15,000 Title I 5000-5999: Services And Other Operating Expenditures Taylor Anne Finch Gardening
2.3	Provide a bike club for 3-5th grade students Yearlong bike club where students learn bike safety and how to ride a bike in the fall, and then, in the spring, travel on bike to several local landmarks/ connection to Native plants and landmarks	All	1,505 Title I 2000-2999: Classified Personnel Salaries Classified hourly rate
2.4	Design positive play during unstructured time. Purchase appropriate equipment, art station, music station. Train staff on Positive Behavior techniques.		3,000 Title I 4000-4999: Books And Supplies 1,026 Title I 2000-2999: Classified Personnel Salaries
2.5		All	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Field trips: Some classes accessed this opportunity and some did not. Overall, the field trips were very successful: Symphony, Dunes, Release Salmon, VAPA performances, Pumpkin patch.
Garden: The Seasonal celebrations were very successful. All Alice Birney students and staff participated in three seasonal celebrations in the garden. Classes worked with Garden Consultants for one hour each around native plants,

social/emotional development, and science standards. Twice a year we had Family Garden Days on Saturdays. Both Spanish, Hmong, and English speaking families attended.

Translation services: Telephone line and What's App with Bilingual technician is an asset to our Spanish speaking families. Increased the membership on our ELAC. We have a flourishing ELAC at 25 members.

Parent engagement: This year, ELAC families traveled on a school bus to Jefferson Community Center, and our EL learners took field trips to the Arcata Playhouse and Marsh.

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

Field trips were not as well attended this year. Choices for field trips and connecting them to our curriculum was the challenge.

Overspent on Goal 1

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.

CHKS will be used to measure connectedness, as well as our school climate survey given to 3-5th grade learners twice a year.

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.

Alice Birney's goals are aligned to the LCAP for Eureka City Schools.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All learners will be college and career ready while learning in modern and clean classroom environments.

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.

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
LCAP	Implementation of Goal 1: college and career ready in modern classrooms and Goal 2: school climate	Implementation of LCAP goals through the SPSA

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	Provide appropriate staffing to meet both goals : CARE	All	50,401 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Pos 766 = 0.50 FTE
3.2	Provide appropriate staffing to meet both goals: Lib tech, aides	All	47,667 Title I 2000-2999: Classified Personnel Salaries Pos 1157 = 0.8125 FTE, pos 450 = 0.625 FTE, Pos 998 = 0.125 FTE 72,463 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

			Pos 724 = 0.50 FTE, pos 998 = 0.75 FTE 4,084 Supplemental & Concentration 2000-2999: Classified Personnel Salaries Pos 724 or 998 - DD over-allocated. Need to redistribute to RS 0001
3.3	Increase parent engagement through the use of family nights	All	3,856 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
3.4	Provide appropriate staffing to meet both goals: BSA	All	48,863 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Pos 1046 = 0.75 FTE
3.5	Provide appropriate staffing to meet both goals: extra instructional aides, extra certificated hours and substitutes	All	13,338 Title I 2000-2999: Classified Personnel Salaries extra hours 15,945 Title I 1000-1999: Certificated Personnel Salaries subs and extra hours

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2024-25

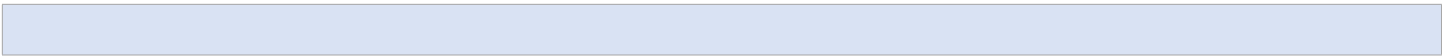
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2024-25

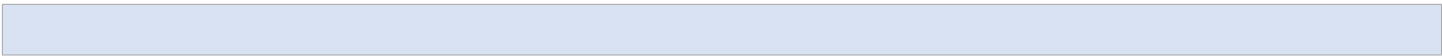
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.



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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$359,267.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$179,600.00
Title I Part A: Allocation	\$171,727.00
Title I Part A: Parent Involvement	\$3,856.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$355,183.00

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

State or Local Programs	Allocation (\$)
Supplemental & Concentration	\$4,084.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$4,084.00

Total of federal, state, and/or local funds for this school: \$359,267.00

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
Supplemental & Concentration	4,084.00
Title I	179,600.00
Title I Part A: Allocation	171,727.00
Title I Part A: Parent Involvement	3,856.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,346.00
2000-2999: Classified Personnel Salaries	250,035.00
4000-4999: Books And Supplies	25,386.00
5000-5999: Services And Other Operating Expenditures	17,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	4,084.00
1000-1999: Certificated Personnel Salaries	Title I	15,945.00
2000-2999: Classified Personnel Salaries	Title I	124,625.00
4000-4999: Books And Supplies	Title I	21,530.00
5000-5999: Services And Other Operating Expenditures	Title I	17,500.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	50,401.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	121,326.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,856.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,619.00
Goal 2	23,031.00
Goal 3	256,617.00

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
- 0 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kristin Sobilo	Principal
Mai Lee	Classroom Teacher
Cheyenne King	Classroom Teacher
Dyrexia Brambani	Parent or Community Member
Erika Castillo	Parent or Community Member
Ligia Ray	Parent or Community Member
Art Hand	Parent or Community Member
Jessica Canez	Other School Staff Parent or Community Member
	Classroom Teacher
	Parent or Community Member

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

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

Other:
Site Council President

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 April 16, 2025.

Attested:



Principal, Kristin Sobilo on April 21, 2025

SSC Chairperson, Cheyenne King on April 21, 2025

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