



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	5/15/2026	

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.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	36
Goal 1.....	36
Goal 2.....	39
Goal 3.....	42
Goal 4.....	44
Goal 5.....	46
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	50
School Site Council Membership	51
Recommendations and Assurances	52
Instructions.....	53
Appendix A: Plan Requirements	60

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements63

Appendix C: Select State and Federal Programs66

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 6, 2026 to review the SPSA recommendations and provided feedback to principal. ELAC president and ELAC reviewed the draft on . 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 May 15, 2026 meeting, Site Council approved the budget and goal recommendations. On April 8, 2026, ELAC reviewed the recommendations and approved them for 2026-2027 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 2024 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 Birney Elementary School successfully implemented the Multi tiered system of support Team which created 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. In May 2026, 6 Asian learners were chronic absent, less than 5%.

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. At the end of 2025-2026, 6 Asian learners are chronic absent- less than 5%.

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. At the end of 2026, this goal has been reached.

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 44% chronically absent. The previous year 51% of the Homeless learners at AB were chronically absent which is a decrease of about 13%.

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.

Annual Review: Goal, Data, and Strategy Analysis

Data and Metric Review

Alice Birney did not reach its previous academic targets. On the baseline California School Dashboard, Alice Birney performed in the "Red" for English Language Arts (ELA), declining by 4.2 points, with 81.6% of learners performing below standard and no subgroups performing at proficiency. Additionally, only 45% of 2nd–5th grade students finished the year reading at or above grade level. In Mathematics, the school performed in the "Orange" overall, with 81.2% of students performing below standard; however, the Hispanic and Socioeconomically Disadvantaged (SED) student groups showed growth, scoring in the "Yellow", while English Learners scored in the "Red". Although current-year CAASPP scores and final IXL snapshots are not yet available, local data indicates that while math progress continues, it has not yet significantly changed the total number of proficient learners.

Analysis of Interventions & Areas of Improvement

To address these gaps, Alice Birney has identified Tier 1 core instruction as a critical area for improvement.

ELA & Literacy Interventions: The school integrated a daily WIN ("What I Need") routine directly into classroom instruction. During this time, teachers utilize ongoing progress monitoring data to dynamically adjust, group, and respond with targeted, differentiated instruction to support striving readers.

Math Interventions & Training: To deepen mathematical achievement, staff participated in foundational training with Kim Sutton focused on numeracy and place value, resulting in early classroom implementation. Alice Birney will continue consulting with Kim Sutton to systematically implement these tools and strategies moving forward.

Articulated Goals for the 2026–2027 School Year

Driven by this data, Alice Birney has established the following rigorous academic targets:

By April 2027: 100% of 3rd–5th grade learners will be reading at or above grade level.

By June 2027: 90% of all learners at Alice Birney will perform near or at standard in both ELA and Mathematics as measured by the CAASPP.

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 there are 73 suspensions. By June 2027, less than 1.5% of the learners will be suspended, specifically SED. Work with MTSS team and Community Schools to create a menu of options for Other means of Correction.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	3.92%	2.93%	3.64%	15	11	13
African American	4.18%	3.47%	2.80%	16	13	10
Asian	15.93%	18.93%	20.45%	61	71	73
Filipino	0.52%	1.07%	1.12%	2	4	4
Hispanic/Latino	31.07%	33.07%	30.25%	119	124	108
Pacific Islander	3.13%	3.20%	3.08%	12	12	11
White	25.33%	24.53%	23.81%	97	92	85
Multiple/No Response	15.93%	12.80%	14.85%	61	48	53
Total Enrollment				383	375	357

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	32
Kindergarten	48	45	48
Grade 1	69	54	50
Grade 2	54	64	48
Grade3	53	54	65
Grade 4	80	57	55
Grade 5	56	77	59
Total Enrollment	383	375	357

Conclusions based on this data:

1. Implement a school publicity plan using Parentsquare. Use BTSN in 2026 to connect families to digital tools and communication such as Parentsquare and Powerschool.
2. Develop a strong PTA to increase connectedness on the CHKS survey by 5%. 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%. Expand MTSS process to include attendance update at beginning. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	132	124	103	35.2%	34.5%	28.9%
Fluent English Proficient (FEP)	12	19	21	2.8%	3.1%	5.9%
Reclassified Fluent English Proficient (RFEP)	4	7		0.8%	1.0%	

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. This year 2025-2026, we provided 3-5th grade EL learners with a fluency practice. Incorporating EL teachers into Data Days to close the literacy gap for At risk for LTEL. ELD will continue to implement ELPAC practice and ELPAC practice night with families.
2. Oral practice scores were the most consistent on the ELPAC; 17 students scored 4 on ELPAC in 23-24 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	52	53	75	47	53	75	47	53	96.2	90.4	100
Grade 4	56	76	55	53	74	53	53	74	53	94.6	97.4	96.4
Grade 5	57	57	73	55	53	71	55	52	71	96.5	93	97.3
All Grades	191	185	181	183	174	177	183	173	177	95.8	94.1	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2339.	2345.	2353.	4.00	2.13	1.89	10.67	8.51	7.55	24.00	23.40	45.28	61.33	65.96	45.28
Grade 4	2391.	2398.	2382.	9.43	8.11	5.66	13.21	6.76	16.98	11.32	18.92	13.21	66.04	66.22	64.15
Grade 5	2428.	2411.	2421.	9.09	5.77	5.63	14.55	9.62	8.45	27.27	17.31	23.94	49.09	67.31	61.97
All Grades	N/A	N/A	N/A	7.10	5.78	4.52	12.57	8.09	10.73	21.31	19.65	27.12	59.02	66.47	57.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	2.13	1.89	53.33	42.55	71.70	42.67	55.32	26.42
Grade 4	3.77	4.05	1.89	58.49	64.86	56.60	37.74	31.08	41.51
Grade 5	7.27	9.62	4.23	50.91	34.62	50.70	41.82	55.77	45.07
All Grades	4.92	5.20	2.82	54.10	49.71	58.76	40.98	45.09	38.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	6.38	0.00	37.33	46.81	49.06	58.67	46.81	50.94
Grade 4	5.66	2.70	1.89	37.74	47.30	43.40	56.60	50.00	54.72
Grade 5	9.09	1.92	1.41	49.09	42.31	52.11	41.82	55.77	46.48
All Grades	6.01	3.47	1.13	40.98	45.66	48.59	53.01	50.87	50.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	4.26	0.00	73.33	70.21	75.47	22.67	25.53	24.53
Grade 4	11.32	4.05	1.89	66.04	59.46	66.04	22.64	36.49	32.08
Grade 5	7.41	1.92	7.04	61.11	59.62	74.65	31.48	38.46	18.31
All Grades	7.14	3.47	3.39	67.58	62.43	72.32	25.27	34.10	24.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.33	4.26	3.77	56.00	48.94	62.26	42.67	46.81	33.96
Grade 4	5.66	5.41	5.66	67.92	66.22	56.60	26.42	28.38	37.74
Grade 5	10.91	11.54	4.23	54.55	46.15	60.56	34.55	42.31	35.21
All Grades	5.46	6.94	4.52	59.02	55.49	59.89	35.52	37.57	35.59

Conclusions based on this data:

1. Low Overall ELA Proficiency: Across all grades, overall proficiency ("Standard Met" or "Exceeded") remains very low, sitting at just 15.25% in the most recent year (24–25). Over half of the student body (57.63%) falls into the "Standard Not Met" category. 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. A "4th-to-5th Grade Drop" Demands Target Intervention: While younger students showed positive growth as a cohort, students transitioning from 4th grade (22–23) to 5th grade (23–24) suffered a severe academic decline. Their combined overall proficiency ("Standard Met/Exceeded") plummeted from 22.64% down to 15.39%. Individualized programs like BOOST and IXL must be aggressively targeted at these intermediate grades to halt this drop-off.
2. Writing is the Most Urgent Academic Emergency: Writing is universally the weakest domain across all grades. In the most recent year (24–25), over half of all students (50.28%) scored "Below Standard" in writing, including a staggering 0.00% of 3rd graders scoring "Above Standard." This heavily validates the need for an immediate, school-wide writing intervention project.
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	52	53	75	52	53	75	52	53	96.2	100	100
Grade 4	56	76	55	54	75	54	54	74	54	96.4	98.7	98.2
Grade 5	57	57	73	57	54	73	56	53	73	100.0	94.7	100
All Grades	191	185	181	186	181	180	185	179	180	97.4	97.8	99.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2362.	2369.	2368.	4.00	5.77	1.89	10.67	17.31	9.43	29.33	19.23	30.19	56.00	57.69	58.49
Grade 4	2409.	2420.	2427.	3.70	2.70	9.26	16.67	12.16	12.96	27.78	41.89	35.19	51.85	43.24	42.59
Grade 5	2431.	2439.	2430.	5.36	9.43	6.85	14.29	7.55	4.11	21.43	22.64	21.92	58.93	60.38	67.12
Grade 11															
All Grades	N/A	N/A	N/A	4.32	5.59	6.11	13.51	12.29	8.33	26.49	29.61	28.33	55.68	52.51	57.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.33	13.46	3.77	34.67	30.77	33.96	60.00	55.77	62.26
Grade 4	9.26	8.11	11.11	40.74	41.89	46.30	50.00	50.00	42.59
Grade 5	7.14	11.32	4.11	37.50	35.85	38.36	55.36	52.83	57.53
Grade 11									
All Grades	7.03	10.61	6.11	37.30	36.87	39.44	55.68	52.51	54.44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	5.77	7.55	45.33	38.46	49.06	50.67	55.77	43.40
Grade 4	1.85	4.05	9.26	38.89	51.35	44.44	59.26	44.59	46.30
Grade 5	8.93	5.66	2.74	37.50	50.94	41.10	53.57	43.40	56.16
All Grades	4.86	5.03	6.11	41.08	47.49	44.44	54.05	47.49	49.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.00	3.85	3.77	46.67	63.46	64.15	45.33	32.69	32.08
Grade 4	5.56	4.05	5.56	46.30	64.86	59.26	48.15	31.08	35.19
Grade 5	3.57	3.77	2.74	55.36	49.06	45.21	41.07	47.17	52.05
All Grades	5.95	3.91	3.89	49.19	59.78	55.00	44.86	36.31	41.11

Conclusions based on this data:

1. Address the 5th-Grade Rigor Jump: The data proves that 5th grade is an academic bottleneck. The massive drop in proficiency for the most recent 5th-grade class (67.12% Not Met) demands an immediate alignment audit between 4th and 5th-grade math teachers. Focus heavily on 5th-grade fractions, decimals, and multi-step word problems. Use Kim Sutton consultation to target place value and numeracy.
2. Bridge "Reasoning" into "Execution": Since 55.00% of all students are "At or Near Standard" in communicating reasoning, they understand how to approach math conceptually but are likely failing on the calculation, syntax, or computer-testing mechanics. Math blocks should focus less on abstract explaining and more on precise execution, mathematical vocabulary, and test-taking stamina.
3. Targeted Intervention (/IXL): Use your individual learning pathways to target the "Standard Nearly Met" student tier (which spiked to 30.19% in 3rd grade and 35.19% in 4th grade for 24–25). These students are the closest to breaking through to proficiency and will yield the fastest growth with targeted tier-2 intervention.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1434.4	1428.7	1446.2	1434.3	1436.7	1453.4	1434.7	1410.1	1429.7	32	36	13
1	1431.4	1472.1	1457.8	1452.1	1490.7	1455.9	1409.9	1452.8	1459.2	16	20	28
2	1457.7	1457.5	1481.5	1466.0	1485.8	1486.8	1449.0	1428.6	1475.6	22	17	12
3	1496.6	1465.2	1489.5	1504.3	1464.6	1491.9	1488.4	1465.4	1486.4	22	25	16
4	1504.5	1518.3	1491.3	1507.4	1528.8	1485.3	1501.2	1507.4	1496.8	14	20	22
5	1546.7	1517.1	1535.9	1560.9	1521.6	1538.9	1532.0	1512.4	1532.7	19	14	17
All Grades										125	132	108

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.38	14.29	30.77	15.63	37.14	30.77	28.13	37.14	38.46	21.88	11.43	0.00	32	35	13
1	6.25	21.05	14.29	37.50	47.37	35.71	31.25	21.05	39.29	25.00	10.53	10.71	16	19	28
2	4.55	5.88	16.67	59.09	47.06	50.00	18.18	29.41	16.67	18.18	17.65	16.67	22	17	12
3	22.73	12.00	12.50	45.45	20.00	43.75	18.18	44.00	31.25	13.64	24.00	12.50	22	25	16
4	28.57	20.00	9.09	35.71	50.00	40.91	14.29	25.00	22.73	21.43	5.00	27.27	14	20	22
5	42.11	35.71	23.53	26.32	21.43	47.06	21.05	28.57	23.53	10.53	14.29	5.88	19	14	17
All Grades	24.00	16.92	16.67	35.20	36.92	40.74	22.40	32.31	29.63	18.40	13.85	12.96	125	130	108

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.38	20.00	23.08	25.00	34.29	53.85	18.75	34.29	23.08	21.88	11.43	0.00	32	35	13
1	0.00	47.37	25.00	56.25	31.58	17.86	31.25	15.79	42.86	12.50	5.26	14.29	16	19	28
2	18.18	35.29	33.33	54.55	29.41	50.00	13.64	35.29	8.33	13.64	0.00	8.33	22	17	12
3	59.09	20.00	43.75	22.73	36.00	31.25	4.55	24.00	18.75	13.64	20.00	6.25	22	25	16
4	50.00	60.00	31.82	28.57	25.00	31.82	0.00	10.00	9.09	21.43	5.00	27.27	14	20	22
5	52.63	57.14	58.82	26.32	7.14	29.41	15.79	21.43	0.00	5.26	14.29	11.76	19	14	17
All Grades	36.00	36.15	35.19	34.40	29.23	32.41	14.40	24.62	19.44	15.20	10.00	12.96	125	130	108

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		14.29	23.08		25.71	23.08		48.57	46.15		11.43	7.69		35	13
1		10.53	10.71		36.84	42.86		31.58	32.14		21.05	14.29		19	28
2		0.00	0.00		47.06	50.00		17.65	25.00		35.29	25.00		17	12
3		8.00	0.00		12.00	31.25		40.00	56.25		40.00	12.50		25	16
4		0.00	0.00		35.00	31.82		40.00	27.27		25.00	40.91		20	22
5		7.14	11.76		28.57	11.76		21.43	70.59		42.86	5.88		14	17
All Grades	9.60	7.69	7.41	28.00	29.23	32.41	36.00	36.15	41.67	26.40	26.92	18.52	125	130	108

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	40.63	14.29	23.08	40.63	82.86	76.92	18.75	2.86	0.00	32	35	13
1	43.75	47.37	39.29	43.75	47.37	50.00	12.50	5.26	10.71	16	19	28
2	28.57	35.29	33.33	66.67	58.82	50.00	4.76	5.88	16.67	21	17	12
3	18.18	20.83	25.00	59.09	41.67	68.75	22.73	37.50	6.25	22	24	16
4	35.71	40.00	23.81	50.00	55.00	42.86	14.29	5.00	33.33	14	20	21
5	36.84	28.57	11.76	52.63	64.29	82.35	10.53	7.14	5.88	19	14	17
All Grades	33.87	28.68	27.10	51.61	60.47	59.81	14.52	10.85	13.08	124	129	107

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.75	25.71	30.77	43.75	57.14	53.85	37.50	17.14	15.38	32	35	13
1	0.00	47.37	14.29	87.50	47.37	64.29	12.50	5.26	21.43	16	19	28
2	45.45	29.41	25.00	40.91	64.71	66.67	13.64	5.88	8.33	22	17	12
3	77.27	36.00	62.50	9.09	40.00	25.00	13.64	24.00	12.50	22	25	16
4	57.14	60.00	36.36	21.43	30.00	36.36	21.43	10.00	27.27	14	20	22
5	73.68	64.29	76.47	15.79	21.43	11.76	10.53	14.29	11.76	19	14	17
All Grades	44.00	40.77	38.89	36.00	45.38	43.52	20.00	13.85	17.59	125	130	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	8.57	15.38	46.88	82.86	84.62	21.88	8.57	0.00	32	35	13
1	18.75	21.05	25.00	31.25	52.63	53.57	50.00	26.32	21.43	16	19	28
2	0.00	0.00	16.67	63.64	58.82	58.33	36.36	41.18	25.00	22	17	12
3	0.00	4.00	0.00	40.91	24.00	50.00	59.09	72.00	50.00	22	25	16
4	0.00	0.00	0.00	42.86	60.00	50.00	57.14	40.00	50.00	14	20	22
5	5.26	7.14	5.88	63.16	42.86	76.47	31.58	50.00	17.65	19	14	17
All Grades	11.20	6.92	11.11	48.80	56.15	60.19	40.00	36.92	28.70	125	130	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	37.14	38.46	40.63	40.00	53.85	28.13	22.86	7.69	32	35	13
1	6.25	0.00	17.86	68.75	78.95	78.57	25.00	21.05	3.57	16	19	28
2	18.18	23.53	25.00	59.09	64.71	58.33	22.73	11.76	16.67	22	17	12
3	40.91	16.00	31.25	54.55	64.00	62.50	4.55	20.00	6.25	22	25	16
4	64.29	55.00	27.27	7.14	40.00	40.91	28.57	5.00	31.82	14	20	22
5	47.37	35.71	11.76	36.84	42.86	88.24	15.79	21.43	0.00	19	14	17
All Grades	33.60	28.46	24.07	45.60	53.85	64.81	20.80	17.69	11.11	125	130	108

Conclusions based on this data:

1. Implement Getting Along unit with writing, structured student talk routines, and co-teaching for 4 weeks. Expand these structured routines to daily instruction. Walkthrough checklist to be used this year.
2. Our English Learners are struggling to RFEP due to their reading scores. Continue to implement 3-5th fluency program in ELD. Data Days include EL teachers. Increase reading scores on ELPAC by 5 points to increase number of students RFEP this year. 12 RFEP students at Alice Birney this year. Leverage MTSS referral process when at risk for LTEL not making growth.

3. Design a strong TK program for EL instruction next year with increase of TK students for early intervention on oral language development. Work on Early intervention of language skills

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
375	78.4%	33.1%	1.6%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	33.1%
Foster Youth	6	1.6%
Homeless	38	10.1%
Socioeconomically Disadvantaged	294	78.4%
Students with Disabilities	60	16%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.5%
American Indian	11	2.9%
Asian	71	18.9%
Filipino	4	1.1%
Hispanic	124	33.1%
Two or More Races	48	12.8%
Pacific Islander	12	3.2%
White	92	24.5%

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 and leveraging ELD time to increase reading fluency.

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 learners/families.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 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>Orange</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		

Conclusions based on this data:

1. Prioritize ELA as an All-Hands Emergency: Because ELA is Red, it will likely trigger state-level accountability support or identification for school improvement. To combat this, reading intervention teachers will directly leverage targeted instructional modules at students' individual levels. These modules will be tightly bound by pre- and post-assessments to ensure measurable growth, directly addressing the core reading gaps that are dragging down overall proficiency.

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 thinkingFluency
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.

Leverage the Attendance (Yellow) to Fix Academics: Because chronic absenteeism isn't in the red/orange zone, you have the benefit of a relatively captive audience. Students are physically in seats at a decent rate—meaning the focus must shift heavily toward maximizing the quality of the instruction and intervention (like the WIN blocks) while they are there.

School and Student Performance Data

Academic Performance English Language Arts

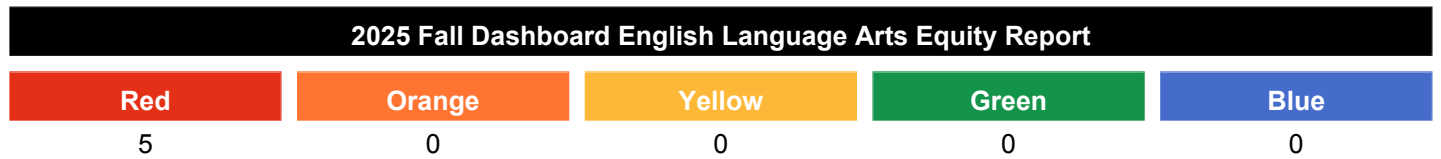
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Red</div> <div>81 points below standard</div> <div>Maintained 1.1 points</div> <div>173 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>92.2 points below standard</div> <div>Maintained 1.6 points</div> <div>63 Students</div>	<div>Long-Term English Learners</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>105.7 points below standard</div> <div>Increased 24.9 points</div> <div>19 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>81.6 points below standard</div> <div>Maintained 2.7 points</div> <div>164 Students</div>

Students with Disabilities  Red 116.6 points below standard Declined 15.7 points 37 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 56.3 points below standard Increased 18.1 points 28 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 84.9 points below standard Maintained 2 points 62 Students
Two or More Races  No Performance Color 63.3 points below standard Increased 24.5 points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Red 92.5 points below standard Declined 23.4 points 42 Students

Conclusions based on this data:

- Conclusion:** The nearly identical Red performance profiles of the student body and the Socioeconomically Disadvantaged student group confirm that low ELA proficiency is a universal, school-wide crisis, with English Learners struggling deepest at 92.2 points below standard.

Action Item: Classroom teachers and ELD specialists will co-plan and integrate scaffolded literacy strategies directly into daily Tier 1 core instruction, ensuring these heavily overlapping student groups receive accessible, grade-level content without relying solely on isolated pull-out remediation. Co-teaching model to leverage more writing as application of reading.
- Conclusion:** Students with Disabilities are facing the most severe academic crisis on campus, as they not only sit furthest from proficiency (116.6 points below standard) but are the only major subgroup to experience an active, steep trajectory downward (declining by 15.7 points).

Action Item: Reading intervention teachers must immediately align IEP goals with their targeted learning modules, collaborating weekly with Special Education staff to co-deliver individual-level interventions and use pre/post-assessments to swiftly adjust accommodations. Use of Goalbook for writing goals. Share with general education teachers.
- Conclusion:** While high socioeconomic overlap means nearly the entire student population faces significant resource gaps, the school successfully maintains a stable student presence on campus—as indicated by the Yellow Chronic Absenteeism metric—giving a highly reliable window of time to deliver support.

Action Item: The structural impact of "Whatever Is Needed" (WIN) blocks will be maximized by deploying reading intervention teachers to lead data-driven, module-based literacy groups, ensuring that students' physical seat-time is directly leveraged to close individual skill gaps measured by strict pre/post-assessment tracking. Use of Co-teaching model at opening of year to leverage oral language, academic language and writing.

School and Student Performance Data

Academic Performance Mathematics

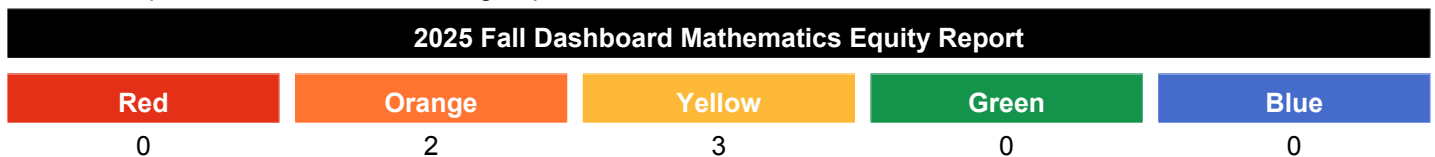
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 74.8 points below standard Maintained -2 points 175 Students	English Learners Yellow 80.2 points below standard Increased 6 points 65 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 119.9 points below standard Increased 16.6 points 19 Students	Socioeconomically Disadvantaged Orange 76.2 points below standard Maintained -1.5 points 166 Students

Students with Disabilities  Yellow 91 points below standard Increased 7.9 points 37 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 43.2 points below standard Declined 6.5 points 29 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 77.3 points below standard Increased 3.5 points 63 Students
Two or More Races  No Performance Color 68.7 points below standard Increased 6.4 points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 77.5 points below standard Declined 11.3 points 42 Students

Conclusions based on this data:

- Conclusion:** The identical Orange performance profiles of the overall student body (175) and Socioeconomically Disadvantaged student group (166) highlight a widespread math deficiency, with both groups sitting more than 74 points below standard and failing to make upward progress.
Action Item: Classroom teachers will implement Kim Sutton's hands-on numeracy strategies during daily Tier 1 core instruction, using targeted math tools and manipulatives to establish strong foundational math fluency and build scalable mathematical reasoning across these heavily overlapping student groups.
- Conclusion:** English Learners (65) and Students with Disabilities (37) represent positive growth highlights on campus, as both subgroups successfully moved out of the lowest tiers into the Yellow performance category by increasing their scores (by 6 and 7.9 points respectively).
Action Item: To maintain and accelerate this positive momentum, teachers will actively adapt Kim Sutton's interactive math routines to create accessible, language-rich, hands-on experiences, ensuring that English Learners and students with IEPs have concrete visual models to scaffold their evolving procedural skills.
- Conclusion:** The massive socioeducational overlap means nearly the entire student population requires intense instructional support, but since the school successfully maintains a stable student presence on campus—as indicated by the Yellow Chronic Absenteeism metric—there is a reliable window of time to deliver targeted math intervention.
Action Item: The structural impact of "Whatever Is Needed" (WIN) blocks will be maximized by embedding Kim Sutton's mathematical fluency activities into data-driven intervention groups, ensuring that students' physical seat-time is directly utilized to close individual skill gaps and support advanced mathematical conclusions. Kim Sutton will work with us all year.

School and Student Performance Data

Academic Performance Science

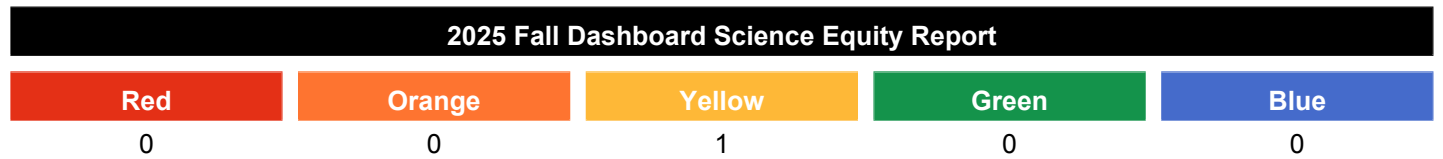
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>38.4 science points</div> <div>Maintained -1 points</div> <div>70 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>37.1 science points</div> <div>Maintained 0.6 points</div> <div>22 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>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>38.6 science points</div> <div>Increased 2.2 points</div> <div>68 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>25.9 science points</p> <p>Declined 4.8 points</p> <p>14 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
Asian  <p>No Performance Color</p> <p>40.5 science points</p> <p>11 Students</p>	Filipino  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	Hispanic  <p>No Performance Color</p> <p>39.8 science points</p> <p>Increased 3.3 points</p> <p>25 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	White  <p>No Performance Color</p> <p>33.7 science points</p> <p>Declined 9.8 points</p> <p>16 Students</p>

Conclusions based on this data:

1. Connect the work Mr. Hand, our volunteer, does with our writing and reading standards.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Yellow 50 making progress. Number Students: 92 Students	 No Performance Color making progress. 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.

2025 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
10%	38.9%	4.4%	46.7%

Conclusions based on this data:

1. Conclusion: EL learners are making progress. 46.7 did make at least one level of progress. After data analysis, EL learners struggle with reading fluency and comprehension.
Action Item: Classroom teachers and ELD specialists will co-plan and integrate scaffolded literacy strategies directly into daily Tier 1 core instruction, ensuring these heavily overlapping student groups receive accessible, grade-level content without relying solely on isolated pull-out remediation.
2. 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.
3. 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

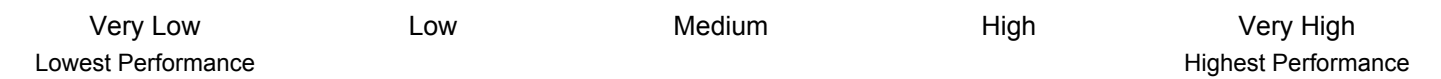
Academic Performance College/Career Report

The 2025 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.

2025 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 26.7% Chronically Absent Declined 4.3 390 Students	English Learners  Yellow 15.9% Chronically Absent Declined 8.3 126 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  Red 52.1% Chronically Absent Increased 2.1 48 Students	Socioeconomically Disadvantaged  Yellow 27.5% Chronically Absent Declined 3.5 367 Students

Students with Disabilities  Orange 21.9% Chronically Absent Declined 14 73 Students	African American  No Performance Color 23.1% Chronically Absent Declined 30.3 13 Students	American Indian  No Performance Color 25% Chronically Absent Declined 32.1 12 Students
Asian  Yellow 14.1% Chronically Absent Declined 5 71 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 19.7% Chronically Absent Declined 6.8 132 Students
Two or More Races  Orange 33.3% Chronically Absent Declined 7.7 48 Students	Pacific Islander  No Performance Color 23.1% Chronically Absent Declined 10.3 13 Students	White  Red 44.3% Chronically Absent Increased 12.3 97 Students

Conclusions based on this data:

- Conclusion:** While the general student body (390) and the heavily overlapping Socioeconomically Disadvantaged population (367) are maintaining a stable Yellow performance level with declining absenteeism, the Homeless subgroup (48) is in a high-risk Red crisis with a staggering 52.1% of its students chronically absent and actively increasing.

Action Item: The school coordination of services team will establish direct, weekly outreach and targeted transportation support for families experiencing homelessness, ensuring immediate removal of attendance barriers so these highly vulnerable students can access critical Tier 1 instruction.
- Conclusion:** Students with Disabilities (73) sit in the high-concern Orange performance tier with 21.9% of the subgroup chronically absent, meaning a significant portion of students with IEPs are missing vital specialized instruction despite a notable 14-point decline in absenteeism from the previous cycle.

Action Item: The Special Education department will integrate positive attendance incentives directly into the school-wide multi-tiered system of supports (MTSS) framework, conducting immediate parent outreach at the first sign of an absence to preserve the upward momentum and maximize instructional minutes.
- Conclusion:** English Learners (126) represent a significant systemic success on campus, securing a stable Yellow indicator with only 15.9% chronically absent and achieving a strong 8.3-point decline in overall absenteeism rates.

Action Item: School leadership will analyze and replicate the family engagement and communication strategies used within the English Learner community, scaling those successful outreach practices campus-wide to further drive down absenteeism rates across all remaining student groups.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

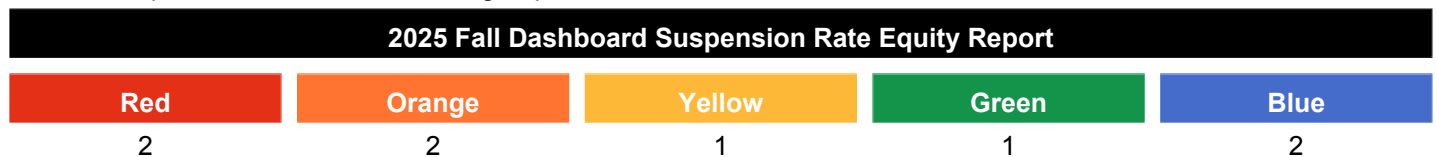
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 3% suspended at least one day Increased 1% 403 Students	 Green 0.8% suspended at least one day Maintained 0.1% 127 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 Red 7.7% suspended at least one day Increased 4% 52 Students	 Orange 3.2% suspended at least one day Increased 1.3% 378 Students

Students with Disabilities  Orange 5.5% suspended at least one day Increased 0.5% 73 Students	African American  No Performance Color 7.7% suspended at least one day Increased 1.4% 13 Students	American Indian  No Performance Color 0% suspended at least one day Maintained 0% 12 Students
Asian  Blue 0% suspended at least one day Maintained 0% 74 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 2.2% suspended at least one day Maintained 0% 135 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.6% 51 Students	Pacific Islander  No Performance Color 7.7% suspended at least one day Increased 7.7% 13 Students	White  Red 6.9% suspended at least one day Increased 4.1% 101 Students

Conclusions based on this data:

1. Conclusion: While the overall student body (403) and the Socioeconomically Disadvantaged population (378) sit in the Orange tier due to climbing suspension rates, the Homeless student group (52) is facing a severe Red behavioral crisis, with a high 7.7% of its students suspended at least one day—representing a sharp 4% increase.
Action Item: The school's behavior support team will implement targeted Restorative Justice practices and intensive trauma-informed de-escalation protocols specifically designed to support unhoused youth, stabilizing their school placement and preventing exclusionary discipline.
2. Conclusion: Students with Disabilities (73) remain a high-concern group in the Orange tier with 5.5% of students experiencing a suspension, which continues to trend upward (increasing by 0.5%) and directly impacts their access to specialized instruction. Action Item: School administration and Special Education staff will conduct a review of behavior intervention plans (BIPs) for any student with an IEP at risk of suspension, ensuring that appropriate Tier 2 and Tier 3 behavioral accommodations are actively utilized to reduce disciplinary removals.
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
45% of our third graders are performing at or above grade level on the Middle of the Year assessment in April 2026 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 2026-2027, 70% of our 4th graders will be at or above standard on MOY.

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%	45% of 2nd graders perform on standard at MOY of 2026. By end of 2026-2027, 70% of 4th graders will perform on/above 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 2025 was 73% an increase of 5 %	In 2026-2027, 75% of learners will report connected to an adult on site.
ELPAC	41.4% of EL progressed at least one level on ELPI 21.8% of EL decreased at least one level on ELPI	65% of EL will progress at least one level on ELPI Increase learners who meet RFEP criteria to 12 (10)

		Still waiting for ELPAC scores for 2026
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%. Rate still remains at 20% in Spring of 2026.

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: 2025-26

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 did not reach this goal. Learners remained in the RED, "maintaining" the current score. Math did see an increase of learners moving from Red to Orange: SED, Students with disabilities, EL. 41% of 3rd graders are performing in the "RED" on mClass assessment Middle of the Year, an 3 % shift overall. Alice Birney teachers and staff learned how to establish the routine of WIN: Whatever is needed. Teachers are using Progress Monitoring to respond to readers' needs. Reading Intervention teacher coached Special Education teachers to use mClass and UFLI. Consistent reading instruction targeted for some time is occurring in every classroom.

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

Annual Review: Strategy and Expenditure Analysis

Strategy 1: Instructional Aides

A material discrepancy occurred regarding the funding source for instructional aides due to a misalignment between directed categorical funding guidelines and discretionary allocations. Aides were inadvertently hired outside of Alice Birney's properly allocated budget. To rectify this and comply with directed funding requirements, the overall number of instructional aide hours had to be reduced by 6.5 hours, and a position was ultimately eliminated to ensure compliance with the funding source.

Strategy 2: Attendance Clerk

The attendance clerk position was implemented successfully as planned and fully aligned with Alice Birney's budget. This role served as a critical asset to the campus, driving measurable improvements in chronic absenteeism and providing essential leadership during attendance review meetings and system changes.

Program Adjustments & Impact

Alice Birney successfully restructured its academic intervention model to maximize resources. The school decreased two literacy technician positions and instead strategically leveraged 1.5 reading interventionists to deliver targeted reading instruction, which yielded highly successful outcomes. Furthermore, Alice Birney launched a co-teaching model that successfully increased structured talk and writing proficiency across classrooms. Moving forward, the school will maintain this reading intervention structure and continue expanding the co-teaching model to sustain these academic gains.

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 more than 50% of learners are at standard for reading while operating within budget constraints, as measured by both CAASPP and mClass.

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%	58 suspension this year, a huge increase from 20 last 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 2026-2027.
CHKS	68% learners feel connected to an adult 92% staff feel connected	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 2026; 183 learners reached the "challenge mode" in BOOST in 2026, 161 in 2025	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	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	7000 Title I 5000-5999: Services And Other Operating Expenditures Object 5715
2.2	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. Reduce absenteeism rate by increasing engagement at school with the monthly garden teacher. Leverage Global steward proficiencies in the garden, connect learners to increase agency and attendance. Hmong gardening, Native Plant projects are some of the other ways we connect our learners	All	19,000 Title I 5000-5999: Services And Other Operating Expenditures Taylor Anne Finch Gardening
2.3	PBIS , SOAR materials for implementation. Challenge mode in BOOST and IXL		5000 Title I 4000-4999: Books And Supplies
2.4			None Specified None Specified None Specified None Specified
2.5		All	

Annual Review

SPSA Year Reviewed: 2025-26

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.

At Alice Birney, the March 2026 climate survey revealed an exceptional 92.9% trust rating among staff, while upper-elementary student responses showed a solid but developing baseline of connection, with 77.5% of 3rd–5th graders feeling cared for and 74.5% feeling that adults listen to them. Alice Birney did not reach the 90% target for all surveys.

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

Annual Review: Goal and Data Analysis

Goal: Sense of Belonging and School Connectedness

Alice Birney established an ambitious target that at least 90% of the learning community would report feeling connected and experiencing a sense of belonging to the school.

Data and Metric Review

The March 2026 School Climate Survey yielded mixed but valuable insights regarding this goal:

Staff Climate: Alice Birney achieved an exceptional 92.9% trust rating among staff, demonstrating a highly cohesive, collaborative, and supportive adult professional culture.

Student Perceptions (Grades 3–5): * 77.5% of 3rd–5th grade learners reported feeling that the staff cares about them.

74.5% of 3rd–5th grade learners reported feeling that "adults listen to me."

Analysis and Next Steps

The data reveals a clear discrepancy between the exceptionally strong trust maintained among the adult staff (92.9%) and the lived experiences of the upper-elementary students, particularly regarding feeling heard and cared for. Moving forward, Alice Birney will focus on translating its strong internal staff cohesion into more explicit, student-facing relationship strategies. To close these gaps and elevate student connectedness toward the 90% benchmark, the school will look into expanding structured student-voice initiatives, incorporating regular student feedback loops, and using restorative practices that prioritize active listening in the classroom.

Annual Review: Strategy and Expenditure Analysis

Strategy 1: Experiential Learning & Field Trip Integration

To support academic engagement and authentic writing opportunities, Alice Birney aimed to provide at least one field trip per grade level (TK–5). These trips were intentionally aligned with ELA, Social Studies, and Science instructional themes, with funding utilized for both registration/ticket fees (including live shows) and bus transportation costs. Families were actively invited to participate as chaperones, strengthening the home-school connection.

These field trips were a resounding success across the campus:

Primary Grades (K–2): Classes attended the local pumpkin patch, which became a powerful collaborative event for the entire primary learning community. Teachers effectively leveraged the experience to make strong, real-world math and writing connections back in the classroom.

Intermediate Grades (4th Grade): Students participated in deep, place-based learning by visiting local farms, exploring the coastal dunes, and engaging with the Food Sovereignty Lab. Additionally, classes attended the Eureka High School (EHS) Ag Fair to learn firsthand about agricultural science and raising animals.

Overall, these experiential learning opportunities served as vital catalysts for rigorous, authentic writing extensions and real-world standard connections across all grade levels.

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: 2025-26

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: 2025-26

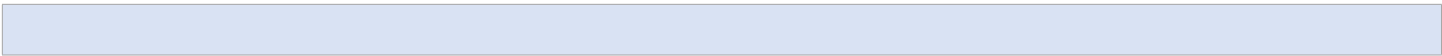
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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: 2025-26

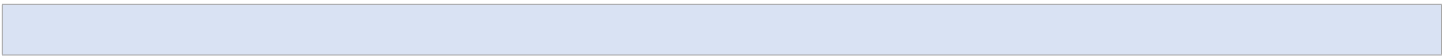
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$367,236.00
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	\$187,569.00
Title I Part A: Allocation	\$171,727.00
Title I Part A: Parent Involvement	\$3,856.00

Subtotal of additional federal funds included for this school: \$363,152.00

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

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

Total of federal, state, and/or local funds for this school: \$367,236.00

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	187,569.00
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	247,504.00
4000-4999: Books And Supplies	27,386.00
5000-5999: Services And Other Operating Expenditures	26,000.00

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	122,094.00
4000-4999: Books And Supplies	Title I	23,530.00
5000-5999: Services And Other Operating Expenditures	Title I	26,000.00

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	31,000.00
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

3 Classroom Teachers

0 Other School Staff

6 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
Megan Siaosi	Parent or Community Member
Art Hand	Parent or Community Member
Kathleen Zontos	Parent or Community Member
Jill Macknicki	Classroom Teacher
Jessica Canez	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 May 15, 2026.

Attested:



Principal, Kristin Sobilo on May 15, 2026

SSC Chairperson, Cheyenne King on May 15, 2026

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