

School Year:

2023-24



BIELLA
ELEMENTARY

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Albert F. Biella Elementary	49709126108500	5-17-2023	

Contact Person: Michael Jablonski
Position: Principal
Phone Number: 707-890-3906
Address: 2140 Jennings Ave.
Santa Rosa, CA 95401-9528
E-mail Address: mjablonski@srcs.k12.ca.us

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Albert Biella Elementary School has been identified as an ATSI school in the following areas; English Learner Students, Students with Disabilities, and white students.

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

Albert Biella Elementary School is committed to meeting ESSA requirements with utmost effectiveness by aligning our site goals with the district LCAP goals. Our primary objectives revolve around establishing a sturdy foundation through the provision of high-quality classroom instruction, ensuring that our students emerge as individuals with a strong inclination towards college and career success.

To achieve this, we initiated a comprehensive needs assessment that involved gathering crucial information and thoroughly analyzing student achievement data. Our focus was particularly directed towards identifying student groups that required targeted instruction. This assessment process included active involvement from various stakeholders, including our English Learner Advisory Committee, School Site Council, staff, and teachers. During these collaborative meetings, stakeholders were given ample opportunities to ask

questions, provide feedback, and share innovative ideas. Moreover, they were able to access and analyze student achievement data to guide our instructional plan effectively. All feedback received from stakeholders was diligently considered, leading to modifications and adjustments as needed.

Our assessment process involved an extensive analysis of diverse data points derived from the California State Dashboard, as well as local site level indicators. Engaging in constructive dialogue around this data, stakeholders not only identified root causes but also contributed valuable insights on the necessary next steps to be taken. Consequently, our plan incorporates well-defined strategies and opportunities to ensure that Albert Biella students meet the academic state standards outlined in goals 1, 2, and 3 of our SPSA.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Staff Meetings Beginning of the Year and End of the Year
Community Survey through Youth Truth
Monthly ELAC Meetings
Monthly School Site Council Meetings
Parent Teacher Association Bi-Monthly
Staff Panorama data
Parent Square family surveys

Resource Inequities – Required for CSI / ATSI

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

We have recognized the importance of providing ongoing training to cater to the needs and skills of our learners. In order to ensure effective academic instruction across all subject areas, we will continue to utilize assessment data, with a particular emphasis on Math and Language Arts. Responding to the requests of parents, we are committed to offering after-school support and enrichment activities that align with the academic capabilities of our students.

During our comprehensive needs assessment process, we identified resource inequities by analyzing demographic information data, conducting the Youth Truth and EL Needs Assessment, and gathering feedback from various stakeholders such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent-Faculty Organization (PFO), staff meetings, and state indicators. This process enables us to establish long-term goals that are measurable and reviewed and updated annually. These goals encompass evidence-based interventions and strategies aimed at improving student outcomes.

Furthermore, our Academic and Student Support Intervention (ATSI) plan also identified resource inequities by carefully reviewing the previous Single Plan for Student Achievement (SPSA) budget allocation. This allows us to address the needs of specific subgroups identified for ATSI effectively: English Learners, Hispanic, and students with Disability. To address these resource inequities, we have decided to introduce the transformative program, Code To The Future. By implementing this innovative program, we will create a cutting-edge learning environment that places a strong emphasis on technology, literacy, and science. Through this initiative, we aim to provide substantial benefits to every student at our site.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.39%	0%	1	1	0
African American	1.7%	1.95%	2.79%	5	5	6
Asian	2.4%	2.72%	2.33%	7	7	5
Filipino	0.4%	0.78%	0.47%	1	2	1
Hispanic/Latino	81.9%	80.54%	78.6%	235	207	169
Pacific Islander	%	%	0%		0	0
White	10.5%	10.51%	12.09%	30	27	26
Multiple/No Response	2.8%	1.95%	3.72%	8	5	8
	Total Enrollment			287	257	215

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	27	30	24
Grade 1	39	28	23
Grade 2	34	45	26
Grade3	36	28	41
Grade 4	43	40	29
Grade 5	54	39	35
Grade 6	54	47	37
Total Enrollment	287	257	215

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	114	114	102	39.7%	44.4%	47.4%
Fluent English Proficient (FEP)	62	48	33	21.6%	18.7%	15.3%
Reclassified Fluent English Proficient (RFEP)	0	42	26	0.0%	26.9%	20.3%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
257	66.5	44.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Albert F. Biella Elementary.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	44.4
Foster Youth		
Homeless	1	0.4
Socioeconomically Disadvantaged	171	66.5
Students with Disabilities	18	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.9
American Indian	1	0.4
Asian	7	2.7
Filipino	2	0.8
Hispanic	207	80.5
Two or More Races	5	1.9
Pacific Islander		
White	27	10.5

Conclusions based on this data:

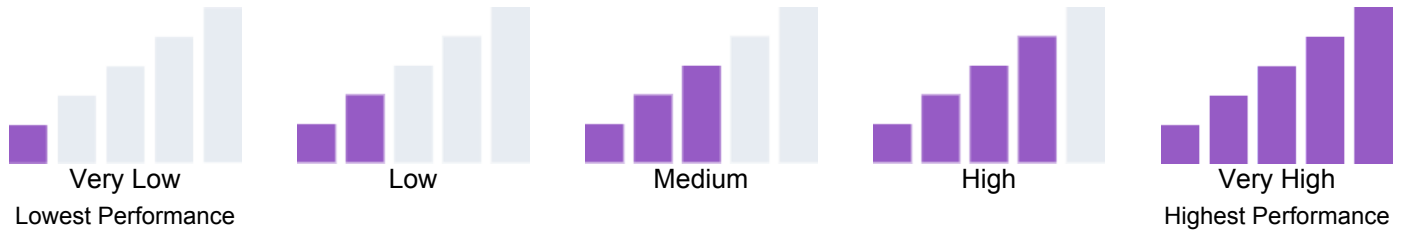
1. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20

School and Student Performance Data

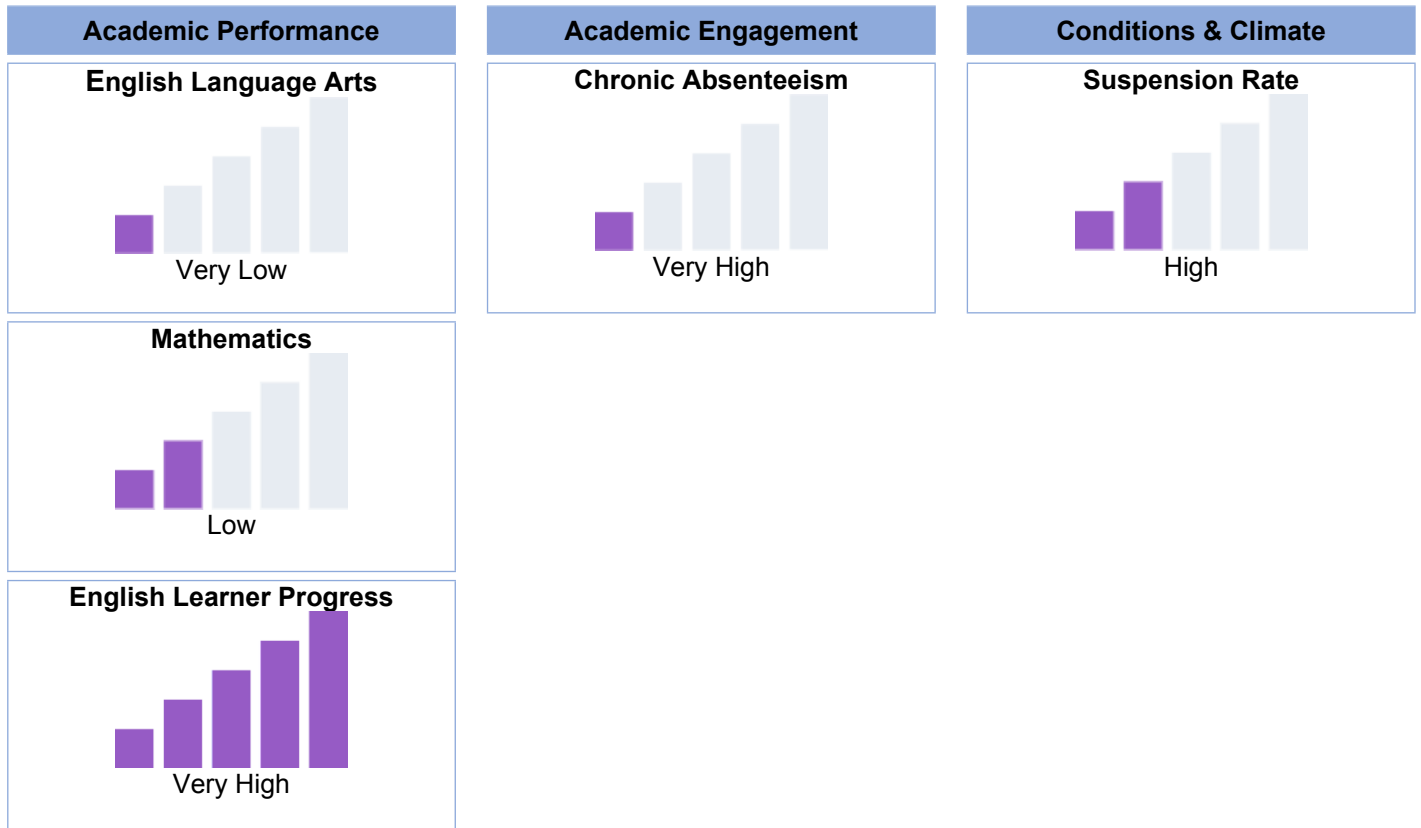
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

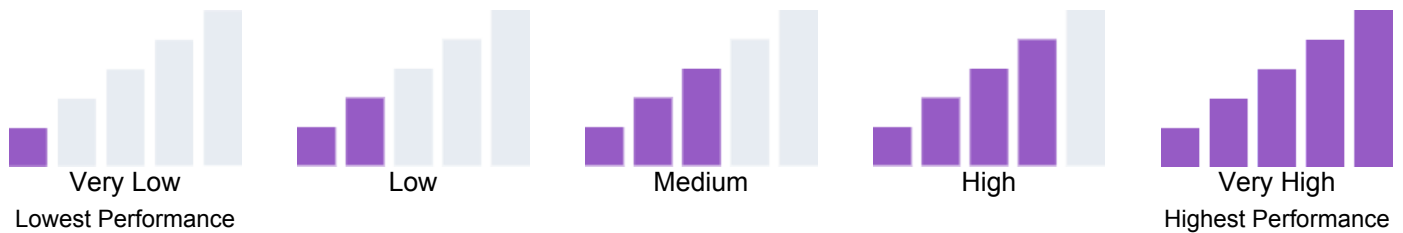
1. We are making progress in Math and Language Arts but we still need to continue to focus on our Sped. Ed students in LA.
2. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20.

School and Student Performance Data

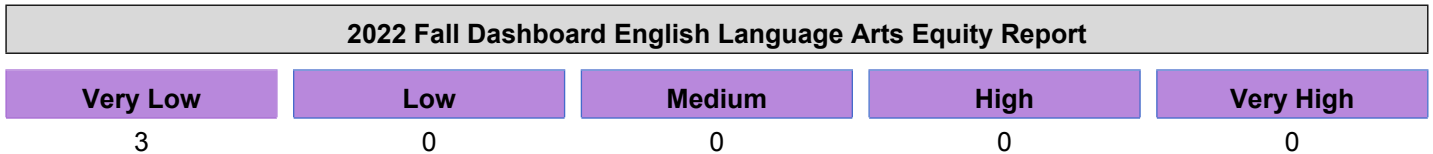
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

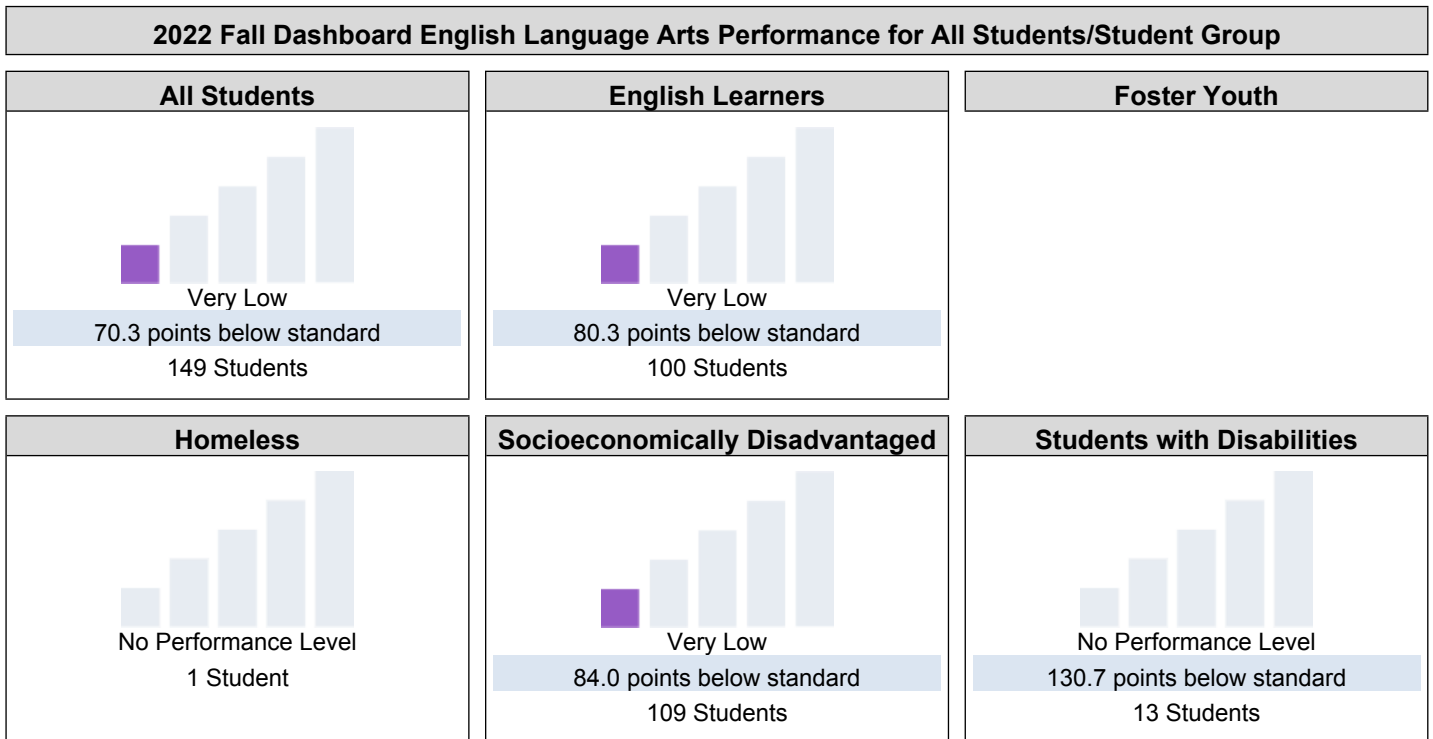
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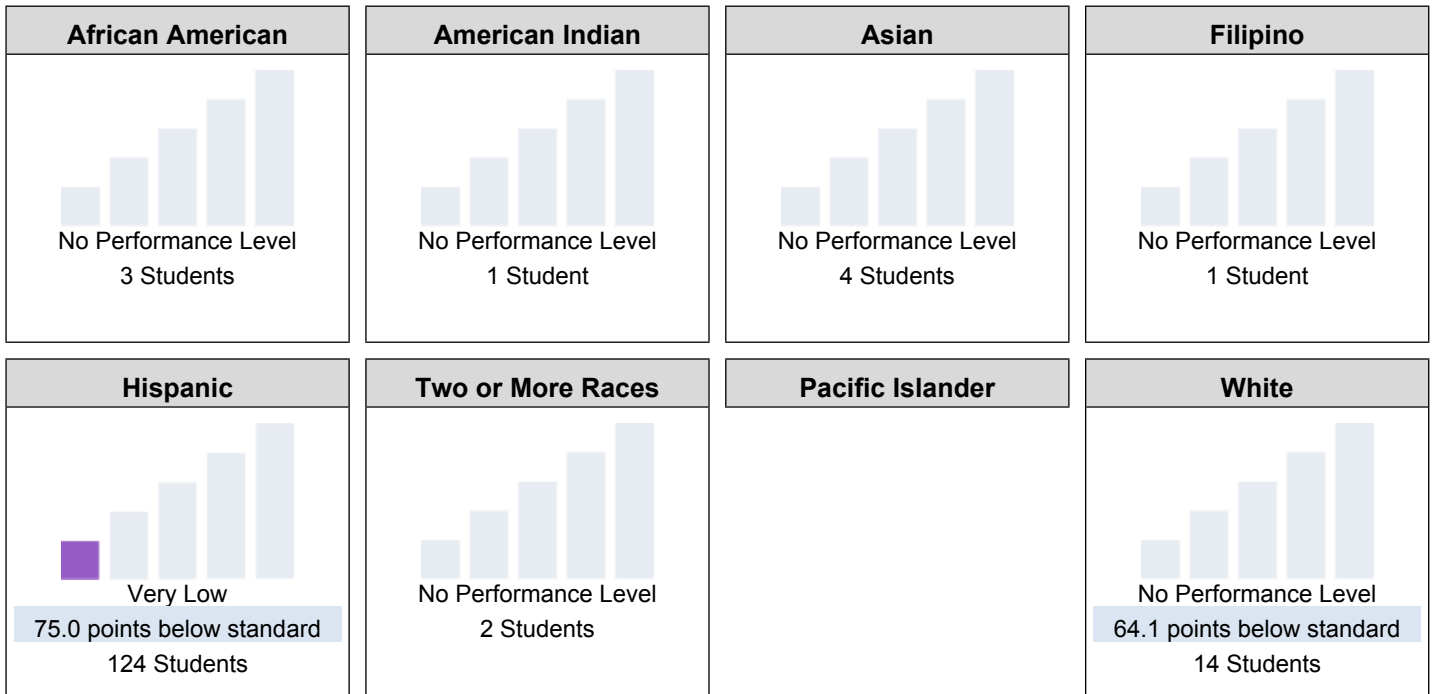
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.9 points below standard 63 Students	26.4 points below standard 37 Students	61.3 points below standard 42 Students

Conclusions based on this data:

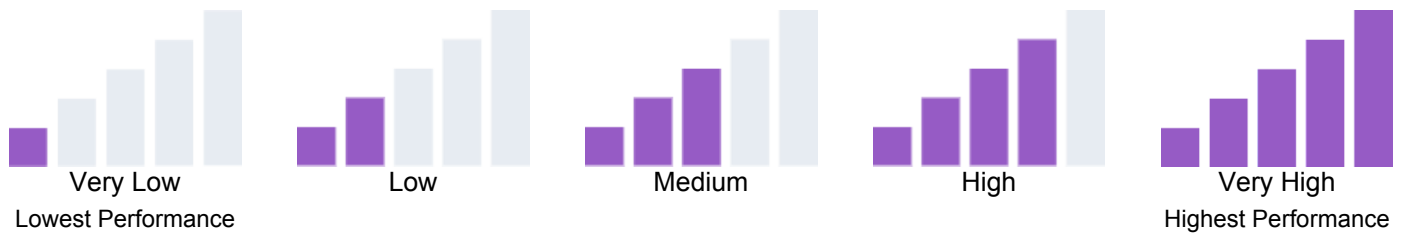
- We will be working on an academic push in model to strategically support the needs of all learners.
- Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20

School and Student Performance Data

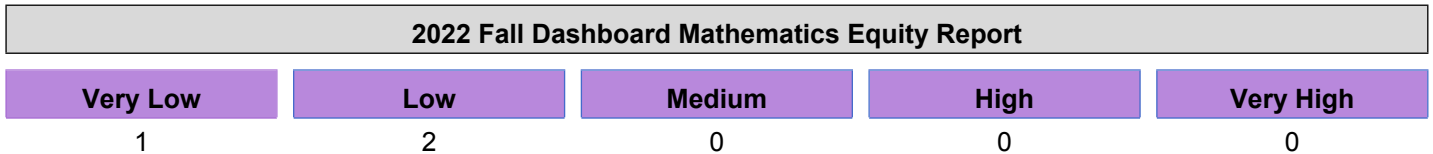
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

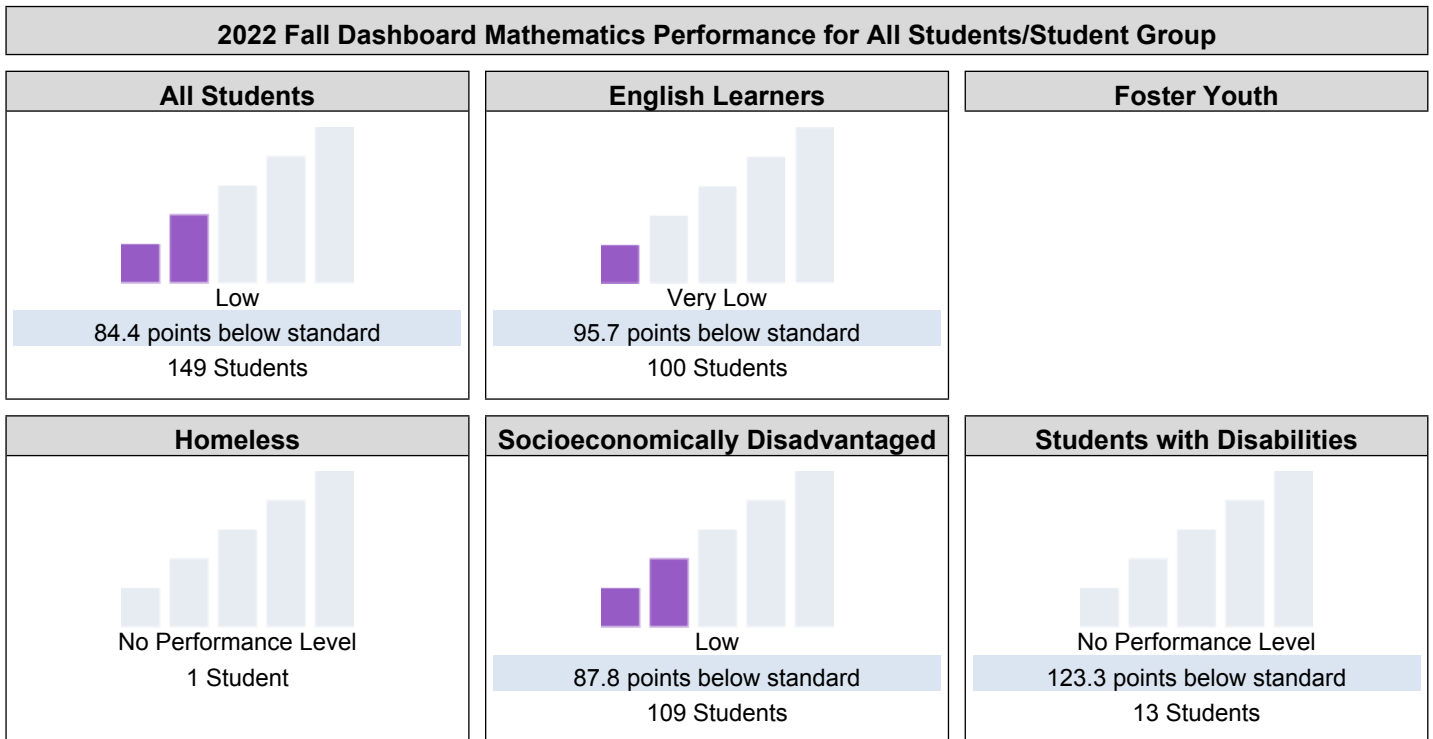
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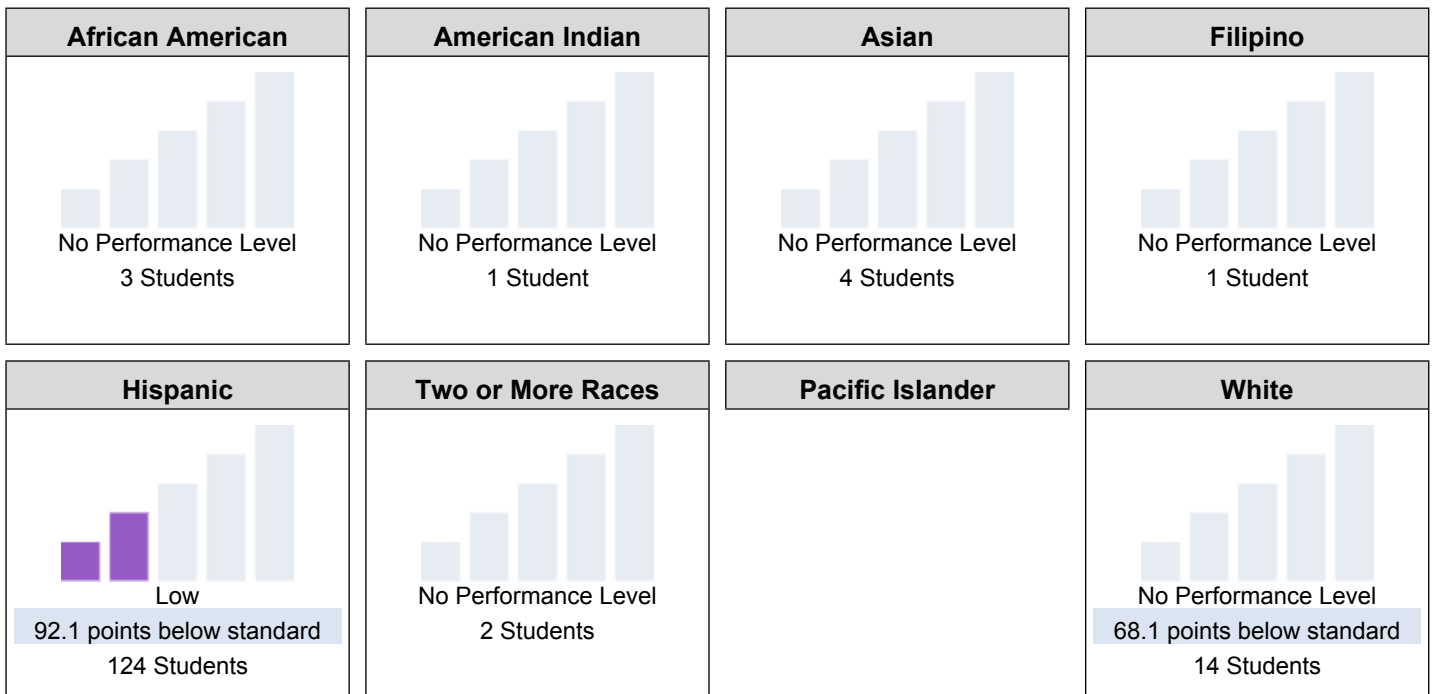
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">111.3 points below standard</p> <p>63 Students</p>	<p style="background-color: #e6f2ff;">69.3 points below standard</p> <p>37 Students</p>	<p style="background-color: #e6f2ff;">69.2 points below standard</p> <p>42 Students</p>

Conclusions based on this data:

1. Continue to implement our new math program throughout the school.
2. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20

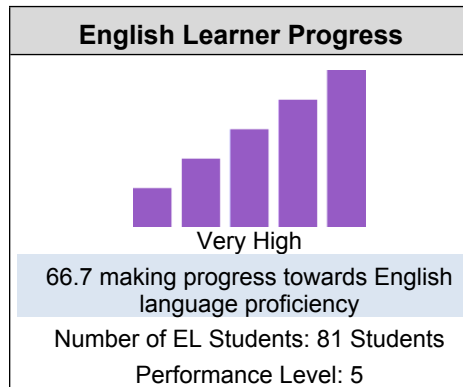
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
7.4%	25.9%	0.0%	66.7%

Conclusions based on this data:

1. We need to continue working on implementing our CCD units
2. We need to continue to implement our math program through out all our grade levels
3. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A to Elementary Schools

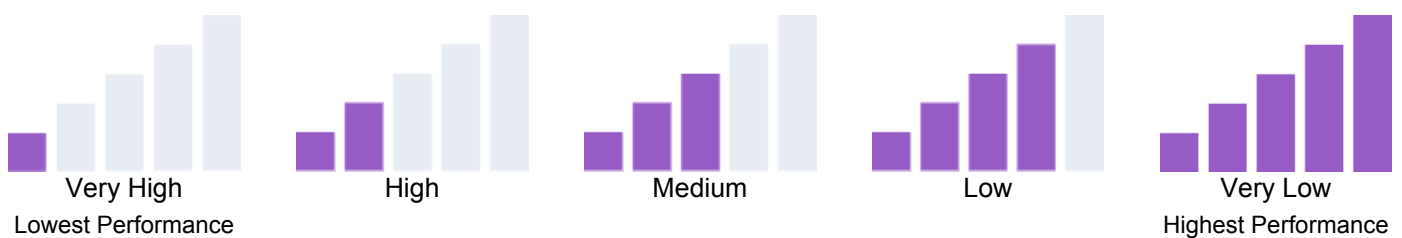
School and Student Performance Data

Academic Engagement Chronic Absenteeism

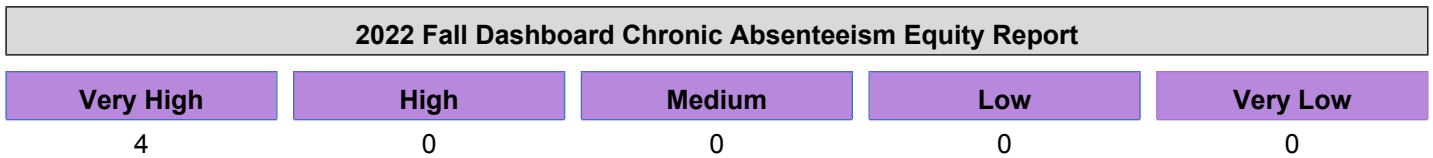
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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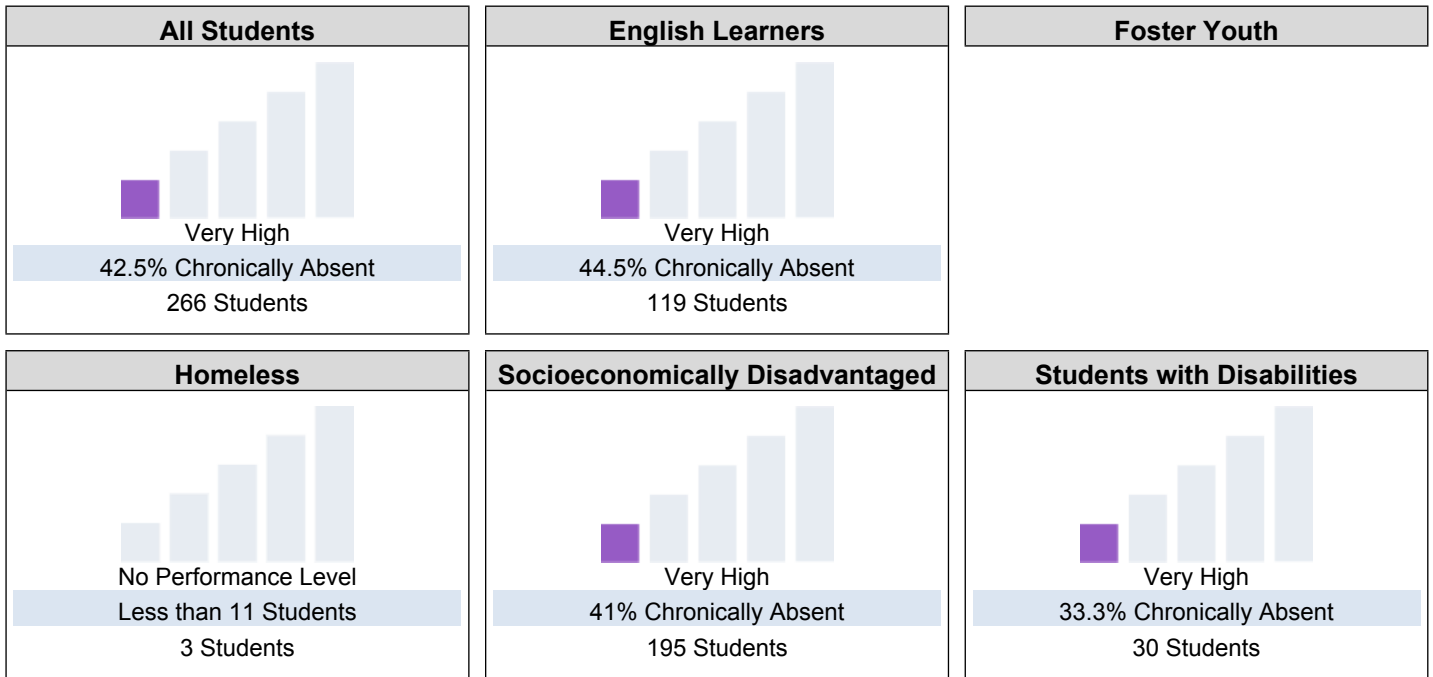


This section provides number of student groups in each level.

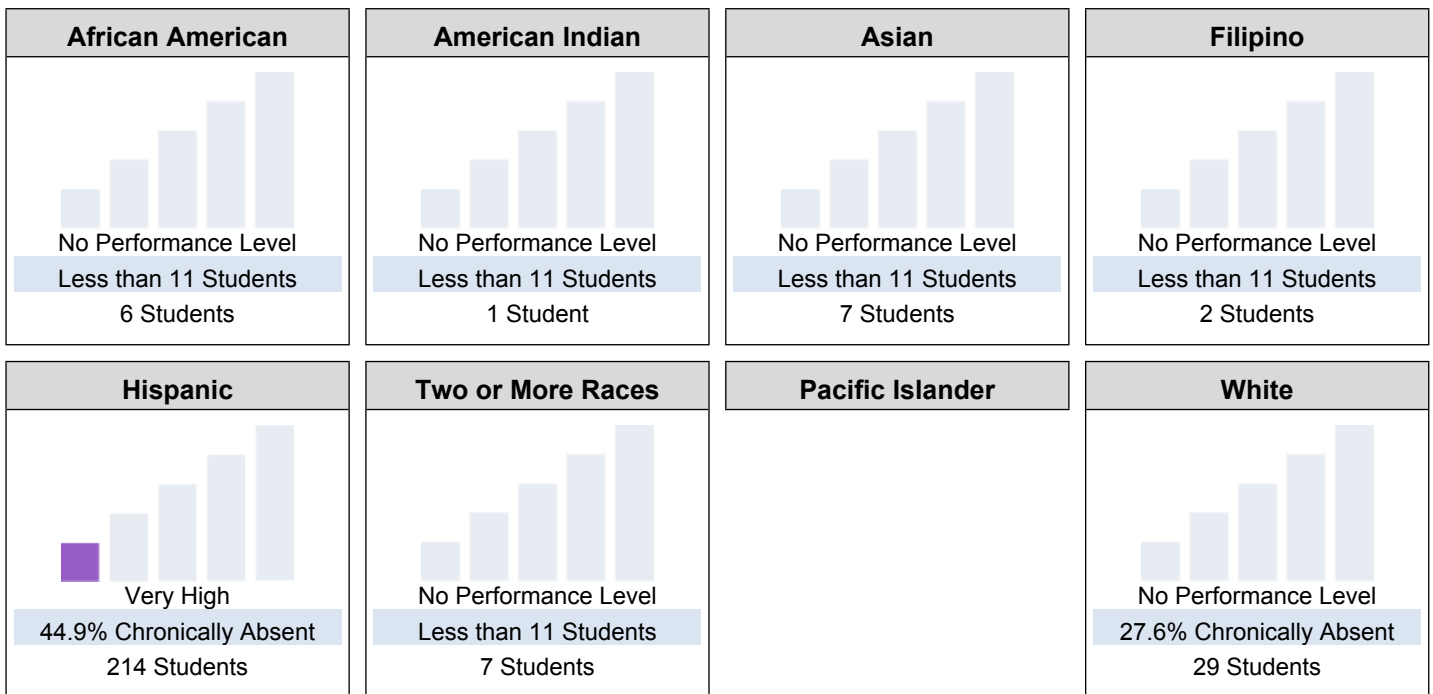


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



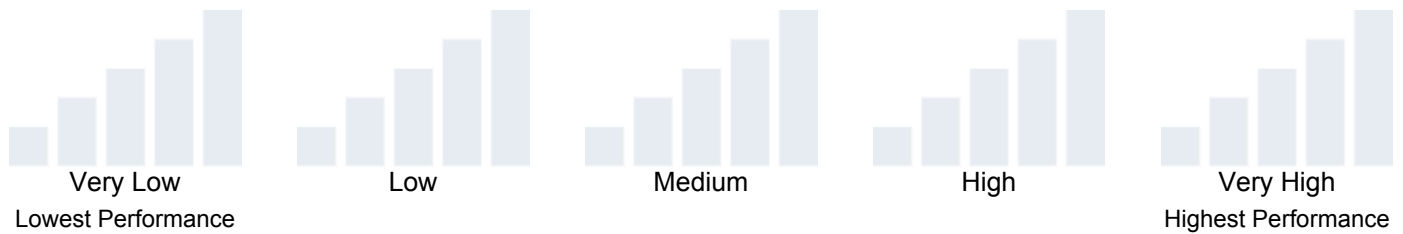
Conclusions based on this data:

1. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20

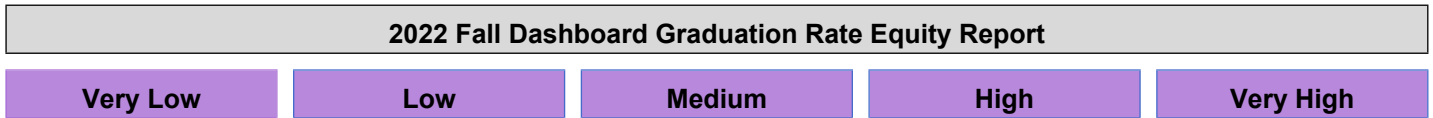
School and Student Performance Data

Academic Engagement Graduation Rate

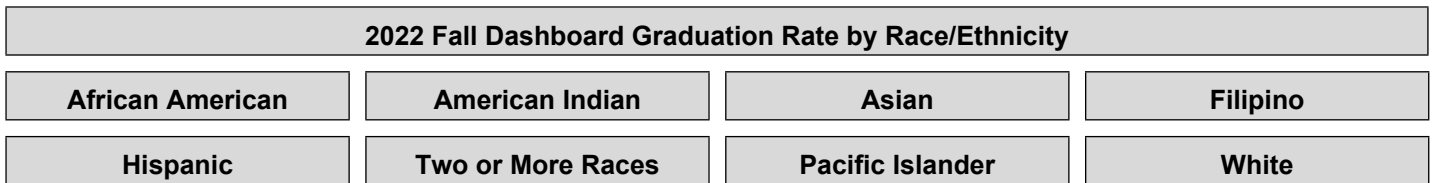
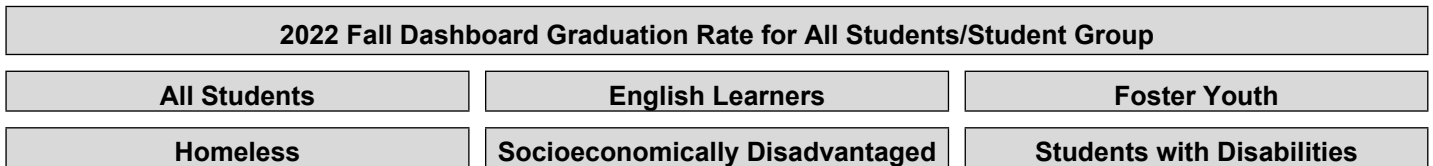
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This section provides number of student groups in each level.



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



Conclusions based on this data:

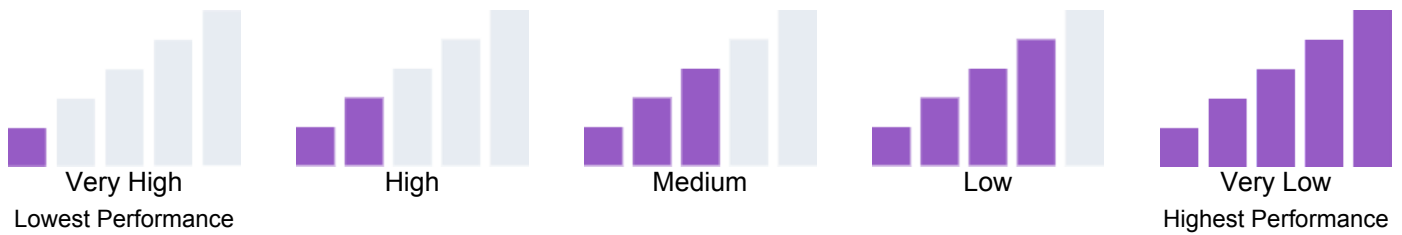
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School and Student Performance Data

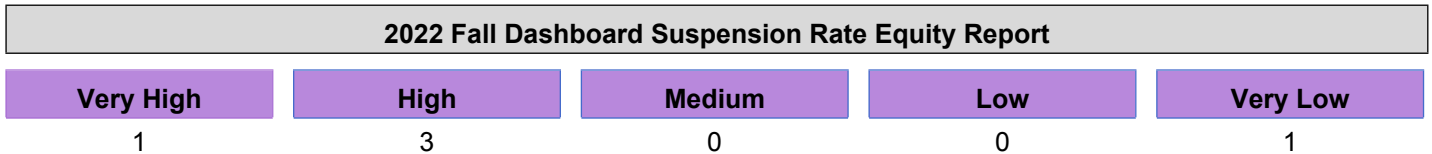
Conditions & Climate Suspension Rate

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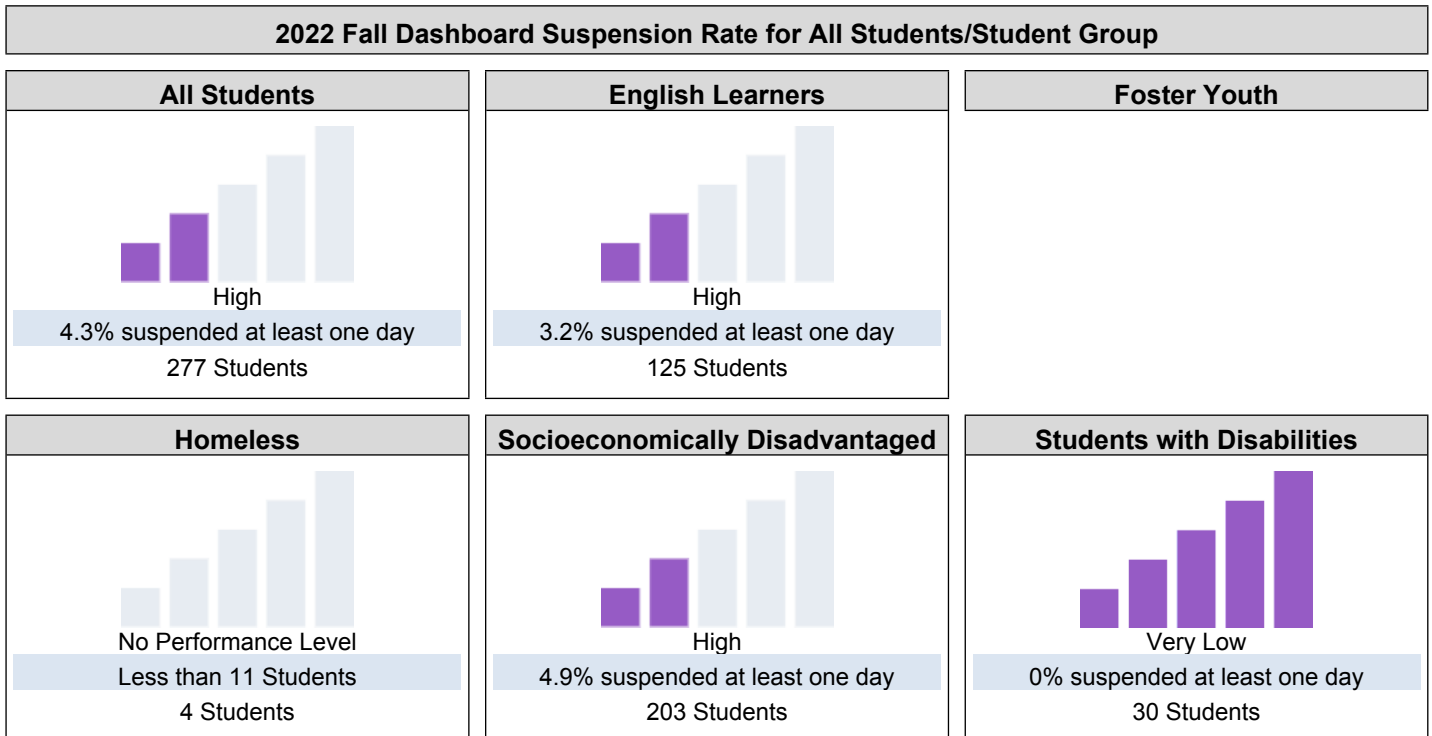
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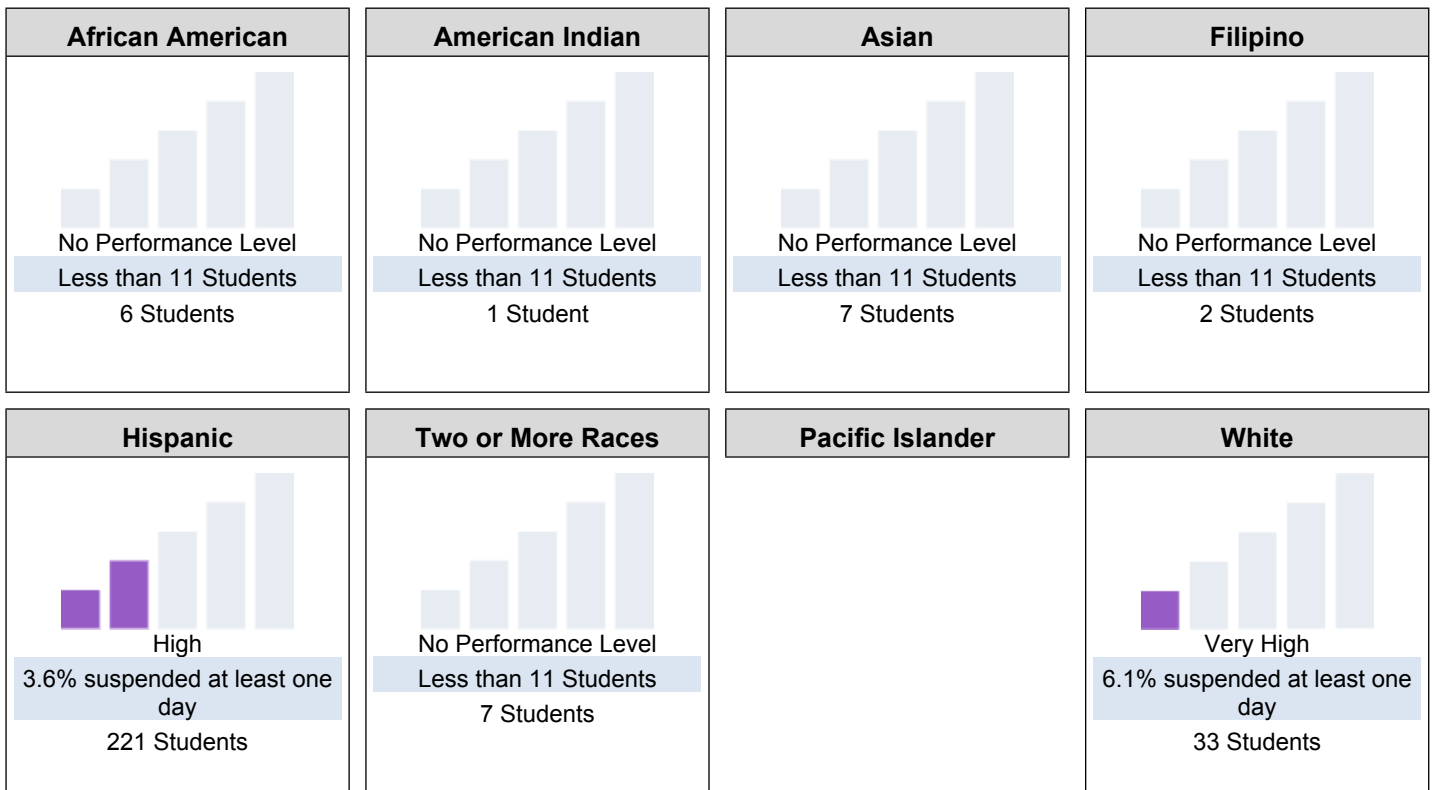
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We need to work on more restorative practices school wide.
2. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	29		0	29		0	29		0.0	100.0	
Grade 4	52	40		0	40		0	40		0.0	100.0	
Grade 5	60	39		0	39		0	39		0.0	100.0	
Grade 6	55	45		0	44		0	44		0.0	97.8	
All Grades	203	153		0	152		0	152		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.			3.45			17.24			27.59			51.72	
Grade 4		2400.			10.00			12.50			25.00			52.50	
Grade 5		2429.			7.69			12.82			20.51			58.97	
Grade 6		2460.			0.00			20.45			34.09			45.45	
All Grades	N/A	N/A	N/A		5.26			15.79			26.97			51.97	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		10.00			62.50			27.50	
Grade 5		7.69			43.59			48.72	
Grade 6		4.55			54.55			40.91	
All Grades		7.24			54.61			38.16	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		5.00			40.00			55.00	
Grade 5		5.13			51.28			43.59	
Grade 6		6.82			31.82			61.36	
All Grades		5.26			40.79			53.95	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		15.00			60.00			25.00	
Grade 5		7.69			71.79			20.51	
Grade 6		6.82			65.91			27.27	
All Grades		7.89			71.05			21.05	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		2.50			67.50			30.00	
Grade 5		5.13			58.97			35.90	
Grade 6		4.55			79.55			15.91	
All Grades		5.26			68.42			26.32	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	29		0	29		0	29		0.0	100.0	
Grade 4	52	40		0	40		0	40		0.0	100.0	
Grade 5	60	39		0	39		0	39		0.0	100.0	
Grade 6	55	45		0	44		0	44		0.0	97.8	
All Grades	203	153		0	152		0	152		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397.			6.90			20.69			27.59			44.83	
Grade 4		2401.			2.50			10.00			25.00			62.50	
Grade 5		2440.			5.13			2.56			41.03			51.28	
Grade 6		2438.			2.27			2.27			34.09			61.36	
All Grades	N/A	N/A	N/A		3.95			7.89			32.24			55.92	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		2.50			37.50			60.00	
Grade 5		5.13			38.46			56.41	
Grade 6		2.27			36.36			61.36	
All Grades		3.95			39.47			56.58	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		2.50			35.00			62.50	
Grade 5		5.13			41.03			53.85	
Grade 6		0.00			47.73			52.27	
All Grades		5.26			42.11			52.63	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		2.50			57.50			40.00	
Grade 5		2.56			53.85			43.59	
Grade 6		4.55			54.55			40.91	
All Grades		3.29			59.21			37.50	

Conclusions based on this data:

1.

School and Student Performance Data

2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
257	66.5	7.0	44.4	0.4		80.5	10.5	1.9

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
42.5% Chronically Absent	41% Chronically Absent	33.3% Chronically Absent	44.5% Chronically Absent	Less than 11 Students		44.9% Chronically Absent	27.6% Chronically Absent	Less than 11 Students

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
4.3% suspended at least one day	4.9% suspended at least one day	0% suspended at least one day	3.2% suspended at least one day	Less than 11 Students		3.6% suspended at least one day	6.1% suspended at least one day	Less than 11 Students

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
84.4 points below standard	87.8 points below standard	123.3 points below standard	95.7 points below standard			92.1 points below standard	68.1 points below standard	

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
70.3 points below standard	84.0 points below standard	130.7 points below standard	80.3 points below standard			75.0 points below standard	64.1 points below standard	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

Our enhanced objective is to empower students to excel in reading, writing, and math by leveraging the district's adopted curriculum. To ensure their success, we will implement an array of research-backed strategies, specifically tailored to address various areas of growth. Simultaneously, we will foster an environment of continuous improvement by fostering learning communities, providing impactful professional development, conducting comprehensive data analysis, and employing strategic planning through a cycle of inquiry. By doing so, we will actively cultivate the skills and expertise of our staff, enabling them to effectively meet the diverse needs of our students.

Identified Need

Biella Elementary school has recognized the crucial importance of fostering continuous growth and enhancement across all academic domains, alongside a determined commitment to bolstering and refining their existing Multi-Tiered System of Supports (MTSS) methodologies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Lexia, Let's Go Learn, SBAC, DRA, Youth Truth Data, CAASPP	Beginning of the Year Diagnostics and Assessments, 22-23 Youth Truth Data	Whole system engagement in support of growth of academic achievement. To use CAASPP data as a baseline to improve academics and to meet or exceed the district average with Youth Truth data.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

Enhanced Staffing to Empower Students in Achieving Grade Level Academic Excellence

Monitoring Effectiveness

How will this activity be monitored during the year?

Students performance data through SBAC, Lexia, Let's go Learn, and DRA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,019.97	3010 - Title I 2111 - Instructional Assistant Laura Dahl Savage .75 FTE
13,806.07	3010 - Title I 3000- Classified FTE Benefits Laura Dahl Savage .75 FTE
10,678.54	0500 - Supplemental 2xxx – FTE Classified Salaries IMT- Andrea Dei Farley .2475 FTE
7,745.21	0500 - Supplemental 3000- Classified FTE Benefits Benefits- Andrea Dei Farley
10,865.49	0500 - Supplemental 2xxx – FTE Classified Salaries

	.25 Resource Assistant .25 FTE
7,797.66	0500 - Supplemental 3000- Classified FTE Benefits Benefits- Andrea Dei Farley
23,693.33	0500 - Supplemental 2111 - Instructional Assistant Classified Instructional Aide II- Amanda Zabaljauregui
15,565.36	0500 - Supplemental 3000- Classified FTE Benefits Classified Instructional Aide Benefits - Amanda Zabaljauregui

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

We are committed to fostering an inclusive and supportive school culture that values equity and promotes continuous professional growth. To achieve this, we have designed a comprehensive strategy to empower our teachers and staff through targeted trainings and enriching opportunities.

Through our carefully curated training programs, educators will gain invaluable knowledge and skills that will enable them to create a positive school culture. Our focus on equity ensures that all students, regardless of their background or abilities, receive the support they need to thrive. By embracing programs such as ELlevation, Lucy Calkins, and GLAD strategies, our teachers will have access to evidence-based methodologies that have proven to be effective in promoting student learning and success.

Furthermore, our strategy recognizes the importance of building Professional Learning Communities (PLCs). These communities serve as a collaborative platform for educators to share best practices, exchange ideas, and continuously enhance their teaching approaches. By fostering PLCs, we create a dynamic environment that encourages professional growth, cultivates a culture of collaboration, and ultimately improves the educational experience for both teachers and students.

With this strategy in place, our dedicated teachers and staff will be equipped with the necessary tools and knowledge to foster a positive school culture rooted in equity. By investing in their professional development and embracing proven strategies, we ensure that every student receives a high-quality education in an inclusive and supportive environment.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth Data, Survey, CAASPP Data, Student Study Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

0

0

0

0

0

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

Students will have high interest based readers, instructional materials, supplies, additional enrichment opportunities. Online software Brain Pop

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth Survey Data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,380.81	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Instructional Materials: Supplies
7,845.78	3010 - Title I 4311 - Instructional Materials (Non-Consumables) Instructional Materials and Supplies
1,400.00	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Parent Engagement Supplies for meetings, community outreach
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

Increase internet safety for all students and support a positive learning environment.

Monitoring Effectiveness

How will this activity be monitored during the year?

Teacher observation data, decrease in referrals and suspensions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
0	
0	
0	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On 5/16/2023, the SSC evaluated the overall effectiveness of the 2023-24 Title I, Goal 2 Activities. The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented.

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

The majority of ABES 23/24 funding is allocated to staffing positions to support the overall growth and development of the school site. Remaining funds are being directed towards instructional supplies to support student and family development.

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.

There were few changes made to how we allocated resources. We will continue to use Lets Go Learn, Lexia, SBAC, and survey data to support meeting or exceeding adequate yearly progress.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Enhance attendance and punctuality while fostering engagement with students and parents through a comprehensive approach that includes targeted training sessions and inclusive events, aiming to create a vibrant and inclusive school community by the end of the academic year.

Identified Need

The current attendance rate across the entire site is an impressive 90%, reflecting a remarkable commitment to attendance. Additionally, the average tardy rate stands at a commendable 11.90% across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	Current attendance is at 90% Tardy rates are at 11.90%	To meet or exceed the district average.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

We will work to increase student and family engagement through positive school culture (assemblies, field trips, high engaging learning opportunities.)

Family Engagement supplies and materials (e.g. parenting and adult learning literature, workbooks), light refreshments, child care to support parent meetings.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth, Panorama surveys, and Attendance Data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

0

0

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

We will work with our school community to provide parent/student educational opportunities through collaboration including family workshops, after school enrichment classes, murals, and other community building activities

Monitoring Effectiveness

How will this activity be monitored during the year?

Observation, Data, Meeting attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	
0	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On 5/16/2023, the SSC evaluated the overall effectiveness of the 2023-4 Title I, Goal 2 Activities. The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented.

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

ATSI designation identified the need for additional support to engage English Learners and families were a need. Therefore, we have collaborated with the district LARC Committee in order to utilize district funding and resources into site funds (materials and supplies, release days, etc.)

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.

Primary means of monitoring and tracking will move through the platform of Aeries in order to identify and track attendance rates. These can be found in Goal 2, all activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

By offering enriching professional development learning opportunities to our staff, we will actively foster and uphold principles of equity, while simultaneously empowering and strengthening our workforce. In doing so, we will cultivate a culture of continuous growth and innovation, ensuring our students benefit from cutting-edge educational experiences that inspire and challenge them.

Identified Need

Enhancing the work of equity within our school community by offering exceptional professional learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth and Panorama Survey Data	22-23 Youth Truth and Panorama data	To meet or exceed the district average.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

Staff members will have the invaluable opportunity to partake in Code To The Future training, aimed at equipping them with the essential tools and knowledge to foster the remarkable success of our learners. This comprehensive training program is designed to not only enhance the engagement levels of our students but also provide them with unparalleled innovative learning opportunities.

By engaging in Code To The Future training, our staff members will gain a deep understanding of cutting-edge educational techniques and methodologies. They will acquire the necessary skills to cultivate an environment that encourages and sustains high levels of student engagement, ensuring that each learner remains motivated and invested in their educational journey.

Moreover, this training program enables our staff members to embrace innovative teaching strategies and technologies that are at the forefront of educational advancements. Equipped with this knowledge, they will be empowered to create dynamic learning experiences that transcend traditional boundaries, opening doors to new horizons for our students.

By investing in the professional development of our staff through Code To The Future training, we are affirming our commitment to providing our learners with the best possible educational experience. This initiative serves as a testament to our dedication to staying ahead of the curve in educational practices, thereby positioning our institution as a pioneer in fostering student success through high engagement and innovative learning opportunities.

Monitoring Effectiveness

How will this activity be monitored during the year?

Staff Meetings Learning reflections, group discussions, and monthly surveys.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Other

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with additional focus on our English Learners, students with Disabilities, and white students

Strategy/Activity

Imaginative playground equipment (jumbo blocks) that support Social and Emotional Learning, and helps foster a) positive peer connection, b) safe and inclusive playgrounds for all learners, and c) community building.

Monitoring Effectiveness

How will this activity be monitored during the year?

We will monitor the effectiveness through our Youth Truth and Panorama data, along with a decrease in behavior referrals during lunch and recess.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

0500 - Supplemental
None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On 5/16/2023, the SSC evaluated the overall effectiveness of the 2023-4 Title I, Goal 3 Activities. No site expenditures are required for the 23/24 school year for Code To The Future as the funding is supported by district.

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

Three year Code To The Future contract paid for by SRCS to bring high engagement enrichment in efforts to increase student population, community interest, and student skill.

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

Goal 3 Activity 1

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$132,798.22

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$55,071.82

Subtotal of additional federal funds included for this school: \$55,071.82

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 (\$)
	\$0.00
0500 - Supplemental	\$77,726.40
Other	\$0.00

Subtotal of state or local funds included for this school: \$77,726.40

Total of federal, state, and/or local funds for this school: \$132,798.22

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
3010 - Title I	55,071.82	0.00
0500 - Supplemental	77,726.4	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0500 - Supplemental	77,726.40
3010 - Title I	55,071.82
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
2111 - Instructional Assistant	55,713.30
2xxx – FTE Classified Salaries	21,544.03
3000- Classified FTE Benefits	44,914.30
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	2,780.81

4311 - Instructional Materials (Non-Consumables)	7,845.78
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2111 - Instructional Assistant	0500 - Supplemental	23,693.33
2xxx – FTE Classified Salaries	0500 - Supplemental	21,544.03
3000- Classified FTE Benefits	0500 - Supplemental	31,108.23
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	1,380.81
None Specified	0500 - Supplemental	0.00
2111 - Instructional Assistant	3010 - Title I	32,019.97
3000- Classified FTE Benefits	3010 - Title I	13,806.07
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	1,400.00
4311 - Instructional Materials (Non-Consumables)	3010 - Title I	7,845.78
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,798.22
Goal 2	0.00

Goal 3

0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Michael Jablonski	Principal
Christine Wedel	Classroom Teacher
Annette Ochoa	Other School Staff
Carrie Taylor	Other School Staff
Erin Guzman	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

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 5/17/23.

Attested:



Principal, Michael Jablonski on 5-17-2023

SSC Chairperson, Christine Wedel on 5-17-2023

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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