

School Year:

2024-25



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	May 20, 2024	June 26, 2024

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

Plan 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

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Albert Biella Elementary School is fully dedicated to meeting ESSA requirements effectively by aligning our goals with the district LCAP goals. Our main focus is to provide top tier classroom instruction, aiming to equip our students with the skills needed for college and career success.

To achieve this, we conducted a thorough needs assessment analyzing student achievement data to identify groups needing targeted instruction. Various stakeholders including our English Learner Advisory Committee, School Site Council, staff, and teachers, actively participated in this process. They had opportunities to ask questions, offer feedback, and suggest ideas, all while accessing and analyzing student data to shape our instructional plan. Their input was carefully considered, leading to adjustments as necessary.

Our assessment involved analyzing data from the California State Dashboard and local indicators, fostering discussions to pinpoint root causes and determine the best course of action. As a result, our plan includes clear strategies to ensure that Albert F. Biella students meet academic standards outlined in our SPSA goals 1, 2, and 3.

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

We love involving our community and families in our school. Here's how we do it:

- We conduct staff meetings at the start and end of each school year to address our site needs assessments.
- In November 2023 and January 2024, we sent out surveys through Youth Truth to get feedback from our community.
- We host monthly ELAC meetings where we provide ongoing coaching to build skills and get input from our multilingual learning families.
- Our School Site Council meets five times a year to review budget and funding.
- The Parent Teacher Association meets every once a month to provide feedback on parent engagement and plan high impact events.
- We also collect data through surveys via Panorama and Parent Square throughout the year.

ELAC Meetings

9/12/2023

11/14/2023

2/13/2024

3/12/24

4/9/2024

School Site Council

8/28/2023

9/25/2023

10/23/2023

1/22/2024

3/25/2024

4/22/2024

Staff Meetings

8/23/2023

9/13/2023
9/27/2023
10/11/2023
10/25/2023
11/8/2023
12/13/2023
1/10/2024
1/24/2024
2/14/2024
2/28/2024
3/13/2024
3/27/2024
4/10/2024
4/24/2024
5/8/2024
5/22/2024

Resource Inequities – Required for CSI / ATSI

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

N/A

Comprehensive Needs Assessment

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.

We've taken a close look at our data and found that certain groups of students, like those from low-income families, English learners, and students in Special Education, need some extra help to do well. So, we've set three clear goals in our School Plan for Student Achievement (SPSA) to support them. These goals are SMART: specific, measurable, achievable, relevant, and time-bound. They aim to improve grades, increase student engagement, and help our teachers and staff develop.

For each goal, we've outlined various activities and strategies tailored to meet the needs of each student group through differentiation. By working towards these goals with these strategies, we're prepared to make significant improvements in how all our students perform in school, no matter their background or challenges they face.

The CA Dashboard reveals concerning statistics: 52.38% of our students fell short of the overall standard for ELA, while 48.84% did not meet the standard for Math. Additionally, 35.8% of our students are chronically absent, and those with disabilities are lagging 103.2 points below the standard.

Attendance and on time arrival remain top priority, based on data from Aeries. We'll directly link this to our SPSA Goal 2, allocating funds and planning to raise family awareness. Improving academic growth in English Language Arts (ELA) and Math is also a top priority, especially for subgroups such as students with disabilities and Multilingual Learners, SPSA Goal 1.

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

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
215	78.6	47.4	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	47.4
Foster Youth		
Homeless	2	0.9
Socioeconomically Disadvantaged	169	78.6
Students with Disabilities	19	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.8
Asian	5	2.3
Filipino	1	0.5
Hispanic	169	78.6
Two or More Races	8	3.7
White	26	12.1

Conclusions based on this data:

1. We will continue in our efforts to bolster the implementation of Multi-Tiered System of Supports (MTSS) to address a wide range of diverse needs effectively.
2. We will collaborate with ELAC to generate innovative approaches in engaging our English Learner (EL) population and establishing stronger connections between language learner families and the school community.

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3. In the upcoming school year, we'll prioritize providing professional development for teachers and staff on inclusion, diversity, and Universal Design for Learning. This focus comes as our area's demographics shift, with an increasing number of students who are multilingual learners and have disabilities.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We recognize our high absenteeism rate and are committed to working closely with our SART team this year. We'll assess family needs and provide support to help them stay engaged, including connecting them with community resources like food, shelter, and counseling services. We'll use SART meetings and family engagement to offer additional support to families as needed.

2. The data analysis clearly shows that supporting our Special Education students is a top priority. We've doubled our SPED student population and staff, and we're continually identifying their needs and providing necessary support. We're collaborating with our district partners to ensure these students receive the support they need to thrive.
3. We'll use the knowledge of our CARE Team to help our school community effectively implement interventions and support struggling students, English Learners, and their families.

School and Student Performance Data

Academic Performance English Language Arts

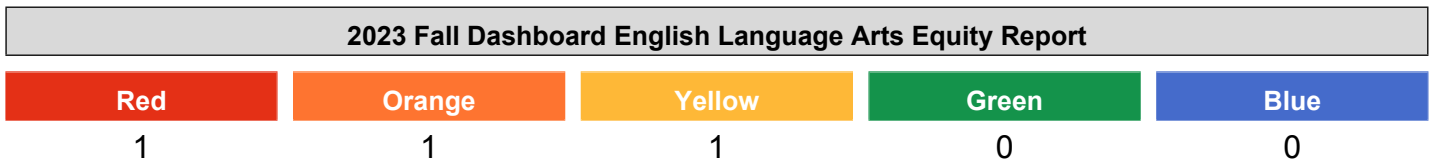
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 65 points below standard Increased +5.3 points 139 Students	English Learners Red 81.4 points below standard Maintained -1.2 points 82 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 69 points below standard Increased Significantly +15 points 123 Students	Students with Disabilities 122.1 points below standard Increased +12.9 points 18 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.1 points below standard Increased +4.9 points 113 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	22.5 points below standard Increased Significantly +45.6 points 14 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.9 points below standard Decreased -5.9 points 51 Students	21.5 points below standard Increased +4.9 points 31 Students	61.3 points below standard Maintained 0 points 38 Students

Conclusions based on this data:

- Our CAASP scores in English Language Arts need improvement. To enhance them, we'll maintain our intervention program and focus on smaller support groups in the classroom to provide personalized assistance. We'll achieve this by involving teaching assistants, organizing small groups, and collaborating with our RSP and Instructional Assistant teams.
- To encourage reading outside the classroom, we will supply students with materials that they can take home. By increasing opportunities for reading at home, we aim to cultivate a reading culture and further develop their skills and engagement with texts.
- While we maintained similar status in our ELA reports, we will continue to make ELA a high priority at ABES. In addition, we will direct site funds towards reading intervention programs and curriculum that will target increased foundational skill building and a love of reading.

School and Student Performance Data

Academic Performance Mathematics

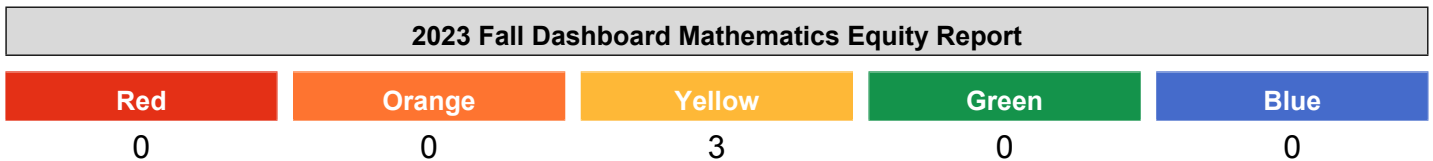
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>66.8 points below standard</p> <p>Increased Significantly +17.6 points</p> <p>139 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>74.9 points below standard</p> <p>Increased Significantly +20.8 points</p> <p>82 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>69.1 points below standard</p> <p>Increased Significantly +18.7 points</p> <p>123 Students</p>	<p>Students with Disabilities</p> <p>103.2 points below standard</p> <p>Increased Significantly +27.9 points</p> <p>18 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.6 points below standard Increased Significantly +23.5 points 113 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	57.6 points below standard Increased Significantly +17.7 points 14 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.6 points below standard Maintained +1.7 points 51 Students	17.9 points below standard Increased Significantly +51.4 points 31 Students	66.9 points below standard Maintained +2.2 points 38 Students

Conclusions based on this data:

1. We will continue the implementation of our adopted math curriculum, aiming to foster a shared understanding of mathematical concepts and support the progression of skills through spiraling instruction.
2. We will prioritize dedicated collaborative time to review math assessments, with the goal of aligning K-6 instruction and emphasizing Essential Standards. This collaborative effort will ensure a cohesive and consistent approach to teaching mathematics across grade levels.
3. As a staff and within grade levels, we will consistently engage in data analysis to support enhanced student achievement. This will involve employing visualizing and problem-solving techniques to gain deeper insights into student performance and identify areas for improvement.

School and Student Performance Data

Academic Performance English Learner Progress

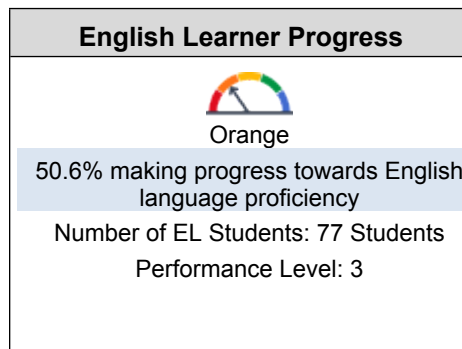
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	26	0	39

Conclusions based on this data:

1. We'll continue strengthening the implementation of our English Language Development (ELD) curriculum and foundational skills curriculum. This ongoing work is aimed at improving how these instructional frameworks help students learn and grow.
2. We'll work on adjusting our teaching methods to better suit the various needs of our students across all subjects. This way, each student can have a more personalized and effective learning experience.
3. We're dedicated to providing thorough training for all teachers in integrated English Language Development (ELD) GLAD Strategies. Additionally, we'll ensure that teachers successfully use these strategies in their teaching to help students learn language and excel academically.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

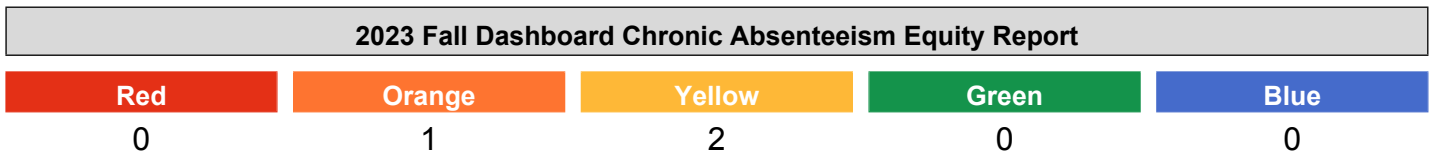
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>35.8% Chronically Absent</p> <p>Declined Significantly -6.7</p> <p>229 Students</p>	<p>English Learners</p> <p>Orange</p> <p>39.8% Chronically Absent</p> <p>Declined -4.7</p> <p>108 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>37% Chronically Absent</p> <p>Declined Significantly -4</p> <p>192 Students</p>	<p>Students with Disabilities</p> <p>27.6% Chronically Absent</p> <p>Declined -5.7</p> <p>29 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36.5% Chronically Absent Declined Significantly -8.3 178 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	30% Chronically Absent Increased 2.4 30 Students

Conclusions based on this data:

1. The data shows that attendance is a challenge for all students at Biella. We need to give extra support to two groups: our English Learners and Socio-Economically Disadvantaged families, who face the most obstacles in attending regularly. By concentrating on helping these groups, we want to make sure everyone has a fair chance to learn and improve their academic journey.
2. To tackle chronic absenteeism and improve attendance, the site will continue a structured accountability system. This involves quarterly team meetings to address the issue, early meetings with families to address barriers, and school-wide incentives to encourage better attendance. These proactive steps aim to improve attendance outcomes and better meet the needs of our students.
3. To improve our site's attendance rates next school year, we're dedicated to using our counseling supports, Family Engagement Facilitator, and creating more engagement opportunities at school. By using these resources well and focusing on specific strategies, we aim to make attendance better, which will help our students succeed academically and feel good overall.

School and Student Performance Data

Academic Engagement Graduation Rate

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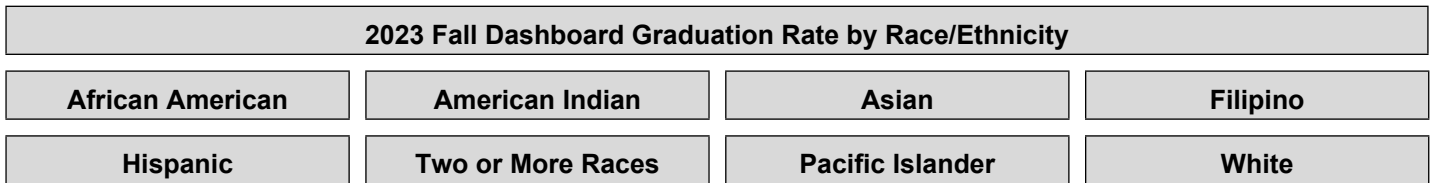
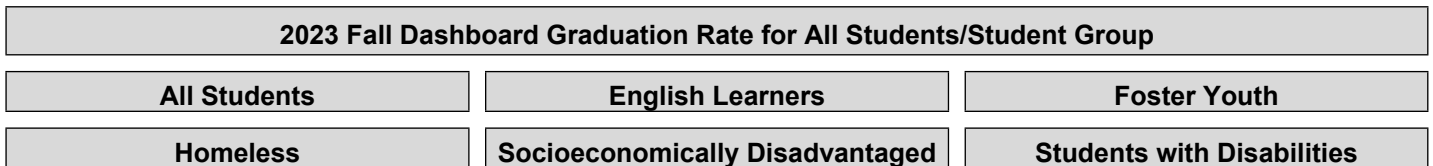
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

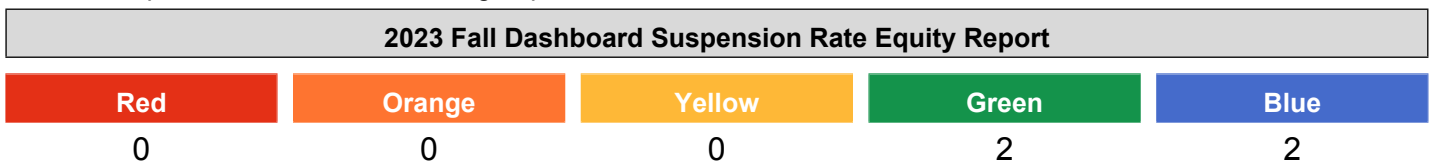
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.8% suspended at least one day</p> <p>Declined Significantly -3.5</p> <p>238 Students</p>	<p>English Learners</p> <p>Green</p> <p>0.9% suspended at least one day</p> <p>Declined -2.3</p> <p>112 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined Significantly -4.4</p> <p>200 Students</p>	<p>Students with Disabilities</p> <p>0% suspended at least one day</p> <p>Maintained 0</p> <p>29 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1% suspended at least one day Declined Significantly -2.5 186 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined -6.1 30 Students

Conclusions based on this data:

1. To decrease suspensions and create a positive school environment, we're dedicated to using Positive Behavioral Interventions and Supports (PBIS). This means teaching students proactive strategies and coping skills early on. We'll also set clear expectations and make sure consequences are fair and consistent. By promoting a supportive and accountable atmosphere, we aim to make learning better for everyone.
2. Our goal is to create a supportive learning environment that helps each student grow while ensuring a safe and inclusive school community. We aim to work closely with families to decrease suspensions at our elementary school. We'll do this by using different disciplinary approaches that focus on student growth and well-being.
3. We will continue in leveraging the expertise of our dedicated Tier 2 team to provide essential support for students who have experienced trauma. By continuing to rely on this strong support system, we can address the unique needs of these students, promote healing, and foster their overall well-being.

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	43	0	29	42	0	29	42	0.0	100.0	97.7
Grade 4	52	40	31	0	40	31	0	40	31	0.0	100.0	100.0
Grade 5	60	39	33	0	39	33	0	39	33	0.0	100.0	100.0
Grade 6	55	45	39	0	44	39	0	44	39	0.0	97.8	100.0
All Grades	203	153	146	0	152	145	0	152	145	0.0	99.3	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.	2376.		3.45	11.90		17.24	16.67		27.59	19.05		51.72	52.38
Grade 4		2400.	2413.		10.00	3.23		12.50	19.35		25.00	29.03		52.50	48.39
Grade 5		2429.	2421.		7.69	3.03		12.82	12.12		20.51	27.27		58.97	57.58
Grade 6		2460.	2458.		0.00	2.56		20.45	17.95		34.09	30.77		45.45	48.72
All Grades	N/A	N/A	N/A		5.26	5.52		15.79	16.55		26.97	26.21		51.97	51.72

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		*	14.29		*	59.52		*	26.19
Grade 4		10.00	6.45		62.50	77.42		27.50	16.13
Grade 5		7.69	6.06		43.59	54.55		48.72	39.39
Grade 6		4.55	5.13		54.55	43.59		40.91	51.28
All Grades		7.24	8.28		54.61	57.93		38.16	33.79

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		*	2.38		*	50.00		*	47.62
Grade 4		5.00	0.00		40.00	54.84		55.00	45.16
Grade 5		5.13	3.03		51.28	48.48		43.59	48.48
Grade 6		6.82	0.00		31.82	41.03		61.36	58.97
All Grades		5.26	1.38		40.79	48.28		53.95	50.34

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		*	7.14		*	69.05		*	23.81
Grade 4		15.00	3.23		60.00	70.97		25.00	25.81
Grade 5		7.69	9.09		71.79	75.76		20.51	15.15
Grade 6		6.82	5.13		65.91	71.79		27.27	23.08
All Grades		7.89	6.21		71.05	71.72		21.05	22.07

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		*	4.76		*	54.76		*	40.48
Grade 4		2.50	3.23		67.50	77.42		30.00	19.35
Grade 5		5.13	6.06		58.97	45.45		35.90	48.48
Grade 6		4.55	5.13		79.55	61.54		15.91	33.33
All Grades		5.26	4.83		68.42	59.31		26.32	35.86

Conclusions based on this data:

1. Data shows there was a decrease in students' writing ability across this site from 2021-2022 to 2022-2023. We'll make improving this a priority in the classroom, and teachers will participate in professional development sessions to strengthen support in this area.
2. Students in grades 5-6 had an increase in their reading ability. This is attributed to the strong alignment between the upper grade team and their classroom program (Daily 5, Accelerated Reader, small group direct instruction.)
3. All All students at ABES experienced a decrease in their listening scores. To improve listening skills for all students at ABES by implementing targeted interventions and instructional strategies to enhance listening comprehension and retention, leading to measurable growth in listening scores by the end of the academic year. To achieve this we will enhance our site wide focus of classroom based activities that foster listening and comprehension.

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	43	0	29	43	0	29	43	0.0	100.0	100.0
Grade 4	52	40	31	0	40	31	0	40	31	0.0	100.0	100.0
Grade 5	60	39	33	0	39	33	0	39	33	0.0	100.0	100.0
Grade 6	55	45	39	0	44	39	0	44	39	0.0	97.8	100.0
All Grades	203	153	146	0	152	146	0	152	146	0.0	99.3	100.0

* 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.	2387.		6.90	6.98		20.69	25.58		27.59	18.60		44.83	48.84
Grade 4		2401.	2428.		2.50	3.23		10.00	19.35		25.00	32.26		62.50	45.16
Grade 5		2440.	2451.		5.13	0.00		2.56	9.09		41.03	33.33		51.28	57.58
Grade 6		2438.	2458.		2.27	5.13		2.27	10.26		34.09	30.77		61.36	53.85
All Grades	N/A	N/A	N/A		3.95	4.11		7.89	16.44		32.24	28.08		55.92	51.37

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		*	9.30		*	41.86		*	48.84
Grade 4		2.50	9.68		37.50	38.71		60.00	51.61
Grade 5		5.13	0.00		38.46	51.52		56.41	48.48
Grade 6		2.27	5.13		36.36	35.90		61.36	58.97
All Grades		3.95	6.16		39.47	41.78		56.58	52.05

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		*	9.30		*	46.51		*	44.19
Grade 4		2.50	16.13		35.00	35.48		62.50	48.39
Grade 5		5.13	3.03		41.03	48.48		53.85	48.48
Grade 6		0.00	5.13		47.73	38.46		52.27	56.41
All Grades		5.26	8.22		42.11	42.47		52.63	49.32

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		*	13.95		*	53.49		*	32.56
Grade 4		2.50	9.68		57.50	48.39		40.00	41.94
Grade 5		2.56	6.06		53.85	60.61		43.59	33.33
Grade 6		4.55	5.13		54.55	58.97		40.91	35.90
All Grades		3.29	8.90		59.21	55.48		37.50	35.62

Conclusions based on this data:

1. ABES students increased in all grade levels in our percent of students above standard and decreased our below standard percentage significantly across all grade levels. Teachers and staff will work together during common planning time either after school, during the school day, or during Staff Meetings to analyze student data and use it to inform their instruction throughout the school year.
2. Overall achievement for students who met increased from 7.89 to 16.44, while standard nearly met decreased from 32.4 to 28.08. Teachers and staff will continue to use district-adopted curricula, effective tier 1 teaching strategies, and differentiation to support students' academic needs. Teachers will be trained and supported in the classroom as they ensure content is taught at the student's individualized level. Through differentiated instruction, students will be able to make academic progress at their own pace.
3. ABES decreased the percent of students below standard from 37.50 to 35.62. Teachers and staff will be provided ongoing professional development and support centered around the district-adopted curriculum in math (EDM/CPM), the CA Math Frameworks, tier 1 teaching strategies, and time to analyze data.

School and Student Performance Data

2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 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
215	78.6	8.8	47.4	0.9		78.6	12.1	2.8

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
35.8% Chronically Absent	37% Chronically Absent	27.6% Chronically Absent	39.8% Chronically Absent			36.5% Chronically Absent	30% Chronically Absent	

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
0.8% suspended at least one day	0.5% suspended at least one day	0% suspended at least one day	0.9% suspended at least one day			1.1% suspended at least one day	0% suspended at least one day	

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
66.8 points below standard	69.1 points below standard	103.2 points below standard	74.9 points below standard			68.6 points below standard	57.6 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
65 points below standard	69 points below standard	122.1 points below standard	81.4 points below standard			70.1 points below standard	22.5 points below standard	

Goals, Strategies/Activities, and 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 goal is to increase student proficiency in reading, writing, and math by providing high quality Tier 1 instruction using designated district curriculum. Students will actively participate in a diverse range of research-backed strategies and Universal Design for Learning (UDL) Strategies, to cultivate growth in multiple areas.

Identified Need

According to the 2022/2023 CAASPP data, English Learners are lagging 84 points below the standard in ELA, while all students are 65 points below the standard in ELA. In Math, English Learners are trailing by 74.9 points below the standard, with all students falling short by 66.8 points below the standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Online Data System, SBAC, DRA, CAASPP, ELPAC summative,	In grades 3-6 the baseline will be the Beginning or Middle of the Year (BOY/MOY) assessments in Online Data System and BOY ELPAC Summative Assessment Data.	The expected outcome is to increase academic assessment data by the end of the year (EOY) (Online Data System) by 5%.

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 through district Curriculum

Through our instructional assistant and certificated team, we will implement the district's approved curriculum across all grade levels and subjects to improve student learning outcomes and achievement. This includes providing professional development for teachers and ensuring access to learning objectives, materials, and supplies for various programs, such as:

- Writer’s Workshop (Lucy Calkins Writing Units)
- CCD Units (including social studies and science)
- FOSS Kits
- Online Data System
- Foundational skill building

Monitoring Effectiveness

How will this activity be monitored during the year?

Benchmark assessments at the beginning of the year, mid year, and at the end of the year -
Benchmark assessments include, but are not limited to: including Phonics Screeners, Dibels, and Online Data System ELA and Math, and Writing Benchmarks

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)
33,348.90	3010 - Title I 2111 - Instructional Assistant Laura Dahl Savage .75 FTE Pos 2938
14,447.25	3010 - Title I 3000- Classified FTE Benefits Laura Dahl Savage .75 FTE Pos 2938

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

Engaging students with high interest computer programs including Renaissance AR, Raz Kids, Code To The Future, GoGuardian, Scholastic News

Monitoring Effectiveness

How will this activity be monitored during the year?

Benchmark assessments at the beginning of the year, mid year, and at the end of the year -
Benchmark assessments include, but are not limited to: including Phonics Screeners, Dibels, and Online Data System ELA and Math, and Writing Benchmarks
Ongoing performance data and minutes logged on each program with site wide agreements on expected minutes.
Data for Small Groups in class
Walk to Read
Progress reports and Report Cards
Common Assessments using curriculum based assessments
District mandated assessments

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)

10,000.00

0500 - Supplemental
5817 - Online Computing Services / Software Licenses

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials and Supplies

Instructional materials & supplies will be provided for all students to support our instructional programs. These materials will be for all content areas (ELA, Math, Writing, CCD Units, ELD) and will contribute to the instruction for students so they can make academic progress. In addition, high interest readers, and foundational texts that support DELD and skill acquisition.

Additionally, the light refreshments for parent meetings will be used to engage parents in parent meetings where support for students will be the meeting focus.

Monitoring Effectiveness

How will this activity be monitored during the year?

Benchmark assessments at the beginning of the year, mid year, and at the end of the year
Benchmark assessments include, but are not limited to: Online Data System, Writing Benchmarks
Youth Truth data will also be used from all stakeholders (staff, students, families)

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)
18,000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
2,413.24	0500 - Supplemental 4200 - Books - Other than Textbooks

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented. This was completed during SSC meetings as well as during ELAC Meetings.

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

This year, the release days experienced significant changes primarily due to the increased number of Individualized Education Programs (IEPs) and Student Study Team (SST) meetings. Consequently, the site had to allocate additional resources to accommodate these requirements. Moreover, there was a strong desire to enhance collaboration time among staff to effectively support site initiatives. As a result, the site took on the financial responsibility and prioritized the allocation of release days to address these needs and foster collaborative efforts.

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/Activities, and 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

Goal 2 is to decrease absenteeism and tardiness. In our effort to do so, we will work to engage students and their families as well as provide support, training, and resources to our families. This goal will be guided by student attendance data as well as stakeholder feedback through our Youth Truth survey.

Identified Need

Throughout the 2023/2024 school year, our attendance rates fluctuated, with the third-grade class recording the lowest average at 76.3% and the fourth-grade class achieving the highest at 92.6%. Despite overall improvements in attendance, issues with late arrivals and tardiness persisted consistently throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries chronic absenteeism rates, SART process, Youth Truth annual survey data.	Attendance data from Aeries from 23-24, between 22/23 and 23/24 attendance rates increased over 8%. This was in part due to a whole school push to prioritize and focus on attendance. Our school started acknowledging weekly "Attendance Winners" and recognizing them at the whole school assemblies.	By 25/24 ABES will continue to decrease chronic absenteeism and tardies, and increase on time attendance. Our goal is to decrease chronic absenteeism by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>We incentivized on time attendance with class parties.</p> <p>Via Parent Square, attendance priorities were communicated each trimester.</p> <p>ABES began engaging in a robust district SART process to support families with extended needs.</p>	

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

Strategy/Activity

Enhanced Strategy for Promoting On-Time Attendance and Student Involvement through High-Impact Assemblies and Differentiated Community Engagement.

Monitoring Effectiveness

How will this activity be monitored during the year?

As a site, we would monitor the effectiveness of the strategy by utilizing several metrics, including attendance rates, student engagement levels during assemblies, feedback from students, parents, and staff, and any observable changes in punctuality habits. We would regularly analyze attendance data to track trends and identify areas for improvement.

Additionally, we would conduct surveys or focus groups to gather qualitative feedback on the perceived impact of assemblies and community engagement initiatives on student attitudes and behaviors towards attendance. We would adjust the strategy based on these insights to continually optimize its effectiveness in incentivizing on-time attendance and promoting student involvement.

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)
4,900.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) High impact assemblies and community engagement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extended Learning Trips (Field Trips) & Parent Engagement Transportation Expenses Students in grades KA-6th will have the opportunity to be transported to extended learning programs (field trips). Parents/Families will have the opportunity to engage in our school after hours with transportation support.

Monitoring Effectiveness

How will this activity be monitored during the year?

- Youth Truth data from students
- Pre/post data for extended learning trip content
- Parent engagement 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)
3,000.00	0500 - Supplemental 5832 - Field Trip Transportation Transportation for extended learning trips Tk-6th
3514.82	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

To assess how well our strategies are working, we looked at different types of data. We used the Youth Truth survey from 2023-2024 to understand what students think and feel. We also kept track of how many students were frequently absent throughout the school year. To make sure our strategies were being put into action effectively, we used the Title I Activity Evaluation of Programs document. We discussed this evaluation during SSC and ELAC meetings to see if our plans were matching up with what we wanted to achieve. By using all these different sources of information, we were able to make smart choices and improve our methods as we worked towards our goals.

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 variations in budget expenditures primarily stemmed from the reintroduction of activities and the expansion of our initiatives to actively engage our school community as supported by our new ESN team, and Student Engagement lead.

As we work to create a vibrant and inclusive environment, funds were allocated to support a wider range of activities, events, and programs. By investing in these endeavors, we aim to enhance community involvement, foster student engagement, and promote a positive and enriching school experience for all that supports building a more inclusive community.

Additionally, we introduced a number of new student driven programs including Safe Schools Ambassadors, Student Leadership, and Best Buddies in the 23/24 school year and want to ensure that these initiatives have the funding to support continued growth.

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

We're now focusing more on getting students and parents involved and making sure they attend school regularly. By building strong connections and offering enriching experiences, we're creating a supportive community where everyone feels included and engaged through morning assemblies that highlight attendance, community recognition, and personalized student growth. This broader focus shows how dedicated we are to helping our students succeed in every way.

Changes to the SPSA most notably reflect in the amount of release time that we are providing for our teachers to support involvement in IEP, SST, collaboration, and team building.

Goals, Strategies/Activities, and 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

Our objective is to foster and maintain a culture of equity through inclusive training. In addition, we are committed to offering ongoing professional development opportunities for our staff, supporting instructional leadership, innovation, and flexible learning environments that cater to the diverse needs of our students.

Identified Need

Half of our ABES staff have received training in the Science of Reading Orton Gillingham strategies. Seven team members are trained in GLAD strategies, and only one knows OG Morphology. Additionally, four teachers have had math training by Jo Boaler, but no one has attended ethnic studies sessions.

These varied skills and trainings are essential for supporting diverse learners in our classrooms. Orton Gillingham training helps struggling readers, GLAD fosters accessibility, OG Morphology aids language learners, and Jo Boaler's math training brings innovative teaching methods. Ethnic studies sessions promote cultural understanding and equity in education.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Youth Truth and Panorama Staff Survey Data

Utilizing data from the 2023-2024 Youth Truth and Panorama Staff Surveys.

Incorporating insights from the CCIL survey conducted in January 2024.

A comprehensive analysis in partnership with a teaching team facilitated by SCOE (Sonoma County Office of Education) to

By the end of 2025, our aim is for the staff to feel significantly more empowered to effectively support the diverse learning needs of all students, particularly those with special needs. This progress will be gauged through comprehensive staff feedback surveys, coupled with a notable reduction in both SST (Student Support

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	assess the current levels of equity and differentiation at Biella Elementary.	Team) meetings and Special Education referrals.

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 provide students, staff, and families with vital materials, supplies, and enhanced enrichment opportunities to promote engagement and success in their learning environment and community.

By implement the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. Foster an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels.

Monitoring Effectiveness

How will this activity be monitored during the year?

Community Engagement
Attendance and Participation Rates

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)
1,000.00	3010 - Title I

4316 – Food – Ind-District Meetings
ELAC, SSC, PTA, committee meetings

327.69

3010 - Title I
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
Resource supplies for family engagement

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

Certificated Release Time

Certificated Staff will have dedicated time for collaborative meetings, training, and professional development supporting SSTs, IEPs, vertical and grade-level alignment with site admin. We will use this time to analyze data from School Wide Assessments, classroom curriculum, and online learning programs to modify their instructional practices accordingly.

We will allocate this funding for after-school community student opportunities, such as tutoring and basketball, to further cultivate connections and opportunities for our students.

Monitoring Effectiveness

How will this activity be monitored during the year?

Benchmark data in all content areas.
SST referrals
Youth Truth data
Staff surveys conducted via weekly communication

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)

25,000.	0500 - Supplemental 1122 - Teacher Release Time IEP meetings, vertical alignment, staff collaboration, off site visits
5,802.50	0500 - Supplemental 3000 – Certificated FTE Benefits Teacher Release benefits
5,000.00	0500 - Supplemental 1112 - Teacher Extended Day After school tutoring
1,160.50	0500 - Supplemental 3000 – Certificated FTE Benefits After school tutoring benefits
2,000.00	0500 - Supplemental 1112 - Teacher Extended Day Certificated Teacher Basketball Coach
464.20	0500 - Supplemental 3000 – Certificated FTE Benefits Certificated Teacher Basketball Coach Benefits
2,000.00	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Classified Basketball Coach
762.20	0500 - Supplemental 3000- Classified FTE Benefits Classified Basketball Coach Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

This year, we have reworked this goal to incorporate additional avenues for professional development, such as collaboration time with site admin, other team members, and skill development. By expanding the range of opportunities available, we aim to provide our staff with valuable experiences and resources that enhance their skills and knowledge. These opportunities for professional growth will contribute to our collective efforts in fostering a dynamic and innovative learning environment for our students that supports our ongoing inclusion model and best practices.

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

This year, we partnered with SCOE to join the CCIL collaborative, focusing on Universal Design for Learning training for all grades. Also, our site received training from the Common Ground Society for inclusive practices. To support these efforts, we're increasing funds for teacher release time, ensuring they have the necessary time for SSTs, IEPs, instructional rounds, and collaboration.

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.

Enhance the site leadership team's ability to foster a culture of continuous professional development. This involves supporting various initiatives such as new teacher training, implementing best practices, and academic interventions.

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	\$133,141.30
Total Federal Funds Provided to the School from the LEA for Title I	\$

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	\$52,638.66

Subtotal of additional federal funds included for this school: \$52,638.66

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 (\$)
0500 - Supplemental	\$80,502.64

Subtotal of state or local funds included for this school: \$80,502.64

Total of federal, state, and/or local funds for this school: \$133,141.30

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

0500 - Supplemental

80,502.64

3010 - Title I

52,638.66

Expenditures by Budget Reference

Budget Reference

Amount

1112 - Teacher Extended Day

7,000.00

1122 - Teacher Release Time

25,000.00

2111 - Instructional Assistant

33,348.90

2213 – Classified Overtime (Family Mentor, Tech Assist etc.)

2,000.00

3000 – Certificated FTE Benefits

7,427.20

3000- Classified FTE Benefits

15,209.45

4200 - Books - Other than Textbooks

2,413.24

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs /
Trainings

18,327.69

4316 – Food – Ind-District Meetings

1,000.00

5800 – Other Services (Consultants; Field Trip Admissions, etc)	8,414.82
5817 - Online Computing Services / Software Licenses	10,000.00
5832 - Field Trip Transportation	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	7,000.00
1122 - Teacher Release Time	0500 - Supplemental	25,000.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	2,000.00
3000 – Certificated FTE Benefits	0500 - Supplemental	7,427.20
3000- Classified FTE Benefits	0500 - Supplemental	762.20
4200 - Books - Other than Textbooks	0500 - Supplemental	2,413.24
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	18,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	4,900.00
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	10,000.00
5832 - Field Trip Transportation	0500 - Supplemental	3,000.00
2111 - Instructional Assistant	3010 - Title I	33,348.90
3000- Classified FTE Benefits	3010 - Title I	14,447.25
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	327.69
4316 – Food – Ind-District Meetings	3010 - Title I	1,000.00

5800 – Other Services (Consultants; Field Trip Admissions, etc)

3010 - Title I

3,514.82

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,209.39
Goal 2	11,414.82
Goal 3	43,517.09

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:

Michael Jablonski School Principal

Christine Wedel Classroom Teachers

Carrie Taylor Other School Staff

Sarah Young Parent or Community Members

Name of Members	Role
Amethyst Radcliffe	Parent or Community Member
Annette Ochoa	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 .

Attested:



Principal, Michael Jablonski on 5/20/24

SSC Chairperson, Christine Wedel on 5/28/24

Instructions

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