School Year: **2022-23**

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
Alice Birney Elementary School	12-75515-6007751	11/30/2022	

Purpose and Description

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

Comprehensive Support and Improvement

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

Alice Birney's School Plan for Student Achievement includes research-based actions which can result in improvement of student achievement. Goals have been aligned with Eureka City Schools' Strategic Plan and LCAP, which also align with Federal Program funding requirements.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids survey was administered to students 5th grade students during the 2017-2018 school year. Results indicate that work needs to be done to include students in decision making, making them feel safe and connected to school and increasing student motivation. This continues to be the focus, as parents relayed 2020-2021 their interest in a Parent Virtual Support Network to keep connected to school. 2020-2021 A parent virtual support network is launched.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site and district staff were conducted on a regular basis. Site goals around school climate were a focus. Observations indicate a need for staff professional development on positive behavior interventions and supports, restorative practices, classroom management, and support for implementing Core Curriculum. Feedback card will be left with the teacher/ classified staff member upon completion of the observation.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. Staff utilize assessments from adopted curriculum and a pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need. Additionally, staff are trained and utilize interim assessments to guide instruction in language arts and math.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2022-2023 school year with assessments in reading using RenLearn which provides teachers with both a math and reading level. We also administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We also utilized IXL digital diagnostic in the areas of language arts and math to establish a baseline in these areas. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math. Additionally, our district participated in CAASPP testing during the 2021-2022 school year and this information was reviewed once available.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Alice Birney Elementary that meets twice monthly to address academic, behavioral and other student concerns in partnership with families.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Alice Birney School provides an academically challenging program for its 397 students with 16 general education classroom teachers, one Special Day Class Teacher, one Resource Specialist Teacher, 1.0 FTE Reading Intervention teacher, 2.4 ELD teachers, .8 FTE Math Intervention Teacher, Social Worker and Intern, and one TOSA. Student instruction is supported by the services of a speech therapist, a school psychologist, and a school nurse. Other personnel include our principal, a school secretary, a library technician, literacy technicians, a clerk typist, two custodians, a food service worker, four cafeteria/playground monitors, an after-school program coordinator, and recreation leaders. A behavior support aide has been added this school year 2021-2022. Instructional aides in TK-2 classrooms for at least 3-5 hours has been added 2021-2022 school year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards and data around those standards, site staff team-building and standards of the teaching profession.

Pre-service days are attended by all teachers TK-5. The pre-service days provide training around our district curricula in ELA, Math, and Social Emotional Development. A scope and sequence for SEL, as well as, a digital component were provided to teachers to explore and access. During the year, three days of ongoing professional development was attended by TK-5 teachers. Visible Learning with an emphasis on Learning Targets and Success Criteria was one theme for training. Accessing online resources such as IXL and Data sheets was a focus of on site trainings. Every other Monday, administrators and CARE specialists prepared professional development opportunities around Phonics progression, Universal Screening tool and SEL, Data Days, responding and diagnosing data, and writing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District-based instructional coaches (CARE Specialists) are available 5 days a week to teachers for ongoing professional development and support. Lafayette also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math. Teacher also have ongoing access to administrative support as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Students dismiss early on Mondays to allow for collaboration across TK-5. Every other Monday is facilitated by administrator, and other Mondays by teacher grade level teams. CARE is an active part of establishing this development time. Focus is on ELA, math, and social emotional learning.

CARE specialists are targeted to specific areas of coaching: TK-2 ELA, TK-2 Math, 3-5th ELA, 3-5th Math. This allows coaching cycles to reach more teachers around content. New teachers are encouraged to complete at least one coaching cycle in the year. Teacher Academy is led by our CARE specialist. At the Academy, teachers collaborate around district initiatives, new teacher needs, and best practice in the teaching of reading, writing, and math. Many teachers attend the Academy regardless of years of service.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials at Alice Birney are aligned with the appropriate State standards. Teachers adhere to district developed pacing guides to ensure timely delivery of content and assessments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Weekly schedules are reviewed by the instructional coach and administrator at the start of the school year to ensure teachers are providing the recommended instructional minutes in both language arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students at Alice Birney Elementary have access to reading and math intervention. English Learners are provided ELD instruction daily. Students with IEPs and 504s have access to these supplemental services as they are needed in their goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school board approves the standards-based instructional materials. Diverse standards-based curriculum is delivered in all classrooms.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

School provides ELD instruction to all qualifying students. Indian Education services, special education services and intervention services in reading and math are all available to any student who needs it. Social emotional learning is offered to all students as well.

Evidence-based educational practices to raise student achievement

Differentiation is used in every classroom to address unique learning needs of each student. Universal Access in the form of guided reading is offered to all students daily. Literacy technicians, math technicians and classroom aides are utilized to support students in need of extra support and practice. Structured student talk is used to build communication skills and support critical thinking. All teachers are trained in various engagement strategies and instructional norms in order to support equity, develop relationships and checking for understanding.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students performing at least 2 years below grade level in reading skills are recommended for Reading Intervention. Through the BPST assessment, Reading Intervention and classroom teachers address phonics gaps in students through UFLI. Family and school may both request a student study team meeting be held to address under performance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is made up of parents, teachers and other school personnel.
They provide feedback on Title 1 programs and expenditures. The Site Council meets monthly and regular opportunities for input are embedded in each meeting.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Library technicians provide opportunities for students and classes to access quality literature to meet ELA standards. CARE specialist supports teacher growth and data collection, so teachers are building strong targeted lesson in the classroom to address diverse student needs.

Through PIQE, both EL and non- EL families/parents access information to understand and clarify the educational systems. The overview of school systems and stakeholders is explained to parents. Parents become more familiar with the school system, so they can easily navigate the school to support their child.

Social emotional learning is supported by the addition of supplemental materials and curriculum that align with the Second Step scope and sequence.

Fiscal support (EPC)

Alice Birney Elementary in conjunction with the District, receives Title 1 funding that is identified and allocated based upon the student population and enrollment that is then utilized to provide Title 1 services. The School Site Council reviews progress monthly and provides ongoing input to the allocated expenditures.

Some funds will be used to support PIQE and materials for families. Booklets are available. All lessons are virtual, so families can access from home.

Teachers are trained on completing a digital BTF to track behavior incidents for schoolwide decision making around school climate.

Stakeholder 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

School Site Council met on November 30, 2022 to review the SPSA final draft. ELAC president joined the meeting to approve as representative for ELAC. ELAC adopted the SPSA at their rescheduled meeting on December 8, 2022. At this meeting, stakeholders reviewed previous year's data, discussed Alice Birney's academic and school climate, and elicited input. School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the budget at the 11/30/2022 meeting.

Resource Inequities

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

As district, we are evaluated the areas of need in relationship to our ELA program. A lack of phonics progression is evident. Moreover, teachers need to ensure students use phonemic awareness to attack words as opposed to the cueing systems of images. This year, we are piloting UFLI- a phonic progression program with minimal needed resources. Reading Intervention teacher will model in class for teachers the lesson sequence, and continue to support teachers with their questions about whole or small group instruction. Purchasing a book for each teachers, as well as the needed equipment to house the half pint decodables that will deepen phonics instruction across K-5.

The use of IXL, an online practice platform will guide our instruction daily. The training around this program is needed, and we look to our teacher leads to facilitate training around this area.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	5.91%	6.0%	6.15%	24	23	24
African American	3.94%	4.2%	3.08%	16	16	12
Asian	18.97%	18.9%	15.38%	77	72	60
Filipino	0%	%	0.26%	0		1
Hispanic/Latino	34.24%	33.9%	34.62%	139	129	135
Pacific Islander	2.46%	2.9%	2.05%	10	11	8
White	23.15%	21.8%	25.38%	94	83	99
Multiple/No Response	11.33%	12.3%	13.08%	46	47	51
			Total Enrollment	406	381	390

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	112	60	84
Grade 1	70	88	53
Grade 2	57	63	78
Grade3	53	51	65
Grade 4	59	57	53
Grade 5	55	62	57
Total Enrollment	406	381	390

Conclusions based on this data:

1. Implement a conference with interdistrict requesting families. Document and collect data. Increase of enrollment has happened this year. Continue efforts of outreach with Facebook, PTA
2. Increase family events and supports this year with PTA and social worker and interns. Monthly school-wide distributions around a theme and activity- post on our social media. Increase public knowledge of Alice Birney. Use pillar team to involve teachers. Monthly event around community and academics.
3. Develop School Attendance Review Team with clerk, CARe, and admin. Refer to SARB and SST process Use Social Worker and intern for home visits. Create partnership with law enforcement and CPS.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	163	149	130	40.1%	39.10%	33.3%
Fluent English Proficient (FEP)	11	7	8	2.7%	1.80%	2.1%
Reclassified Fluent English Proficient (RFEP)	7	5		4.7%	1.30%	

Conclusions based on this data:

1. The percentage of English Learners enrolled at Alice Birney remains consistent through the years, highlighting the need to continue high level services to this subgroup. Increase services to TK-1 grade students to decrease learning loss in virtual platform.
2. Oral practice scores were the most consistent on the ELPAC; oral practice will continue as a pillar of ELD instruction.
3. Provide direct services to newcomes, non-native speakers of Spanish will receive bilingual support as students transition back into school. Increase bilingual services to families. We increased this service this year with the increase in newcomers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54	52	64	54	51	60	54	51	60	100	98.1	93.8
Grade 4	60	59	53	60	58	51	60	58	51	100	98.3	96.2
Grade 5	62	62	57	60	57	55	60	57	55	96.8	91.9	96.5
All Grades	176	173	174	174	166	166	174	166	166	98.9	96.0	95.4

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2350.	2324.	2340.	5.56	1.96	5.00	7.41	9.80	10.00	22.22	15.69	18.33	64.81	72.55	66.67
Grade 4	2411.	2394.	2394.	6.67	0.00	5.88	15.00	18.97	15.69	25.00	17.24	15.69	53.33	63.79	62.75
Grade 5	2415.	2400.	2435.	5.00	0.00	5.45	16.67	17.54	14.55	11.67	21.05	27.27	66.67	61.40	52.73
All Grades	N/A	N/A	N/A	5.75	0.60	5.42	13.22	15.66	13.25	19.54	18.07	20.48	61.49	65.66	60.84

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	0.00	5.00	37.04	49.02	51.67	57.41	50.98	43.33
Grade 4	8.33	1.72	3.92	41.67	60.34	52.94	50.00	37.93	43.14
Grade 5	5.08	0.00	9.09	37.29	52.63	61.82	57.63	47.37	29.09
All Grades	6.36	0.60	6.02	38.73	54.22	55.42	54.91	45.18	38.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.41	1.96	5.08	22.22	27.45	32.20	70.37	70.59	62.71
Grade 4	1.69	0.00	0.00	57.63	56.90	49.02	40.68	43.10	50.98
Grade 5	6.78	0.00	1.82	28.81	38.60	45.45	64.41	61.40	52.73
All Grades	5.23	0.60	2.42	36.63	41.57	41.82	58.14	57.83	55.76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26	0.00	5.00	50.00	78.43	68.33	40.74	21.57	26.67
Grade 4	6.67	6.90	3.92	66.67	70.69	70.59	26.67	22.41	25.49
Grade 5	5.08	0.00	12.73	47.46	66.67	56.36	47.46	33.33	30.91
All Grades	6.94	2.41	7.23	54.91	71.69	65.06	38.15	25.90	27.71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26	1.96	5.00	29.63	49.02	51.67	61.11	49.02	43.33
Grade 4	8.33	5.17	9.80	43.33	75.86	52.94	48.33	18.97	37.25
Grade 5	5.08	5.26	7.27	32.20	49.12	60.00	62.71	45.61	32.73
All Grades	7.51	4.22	7.23	35.26	58.43	54.82	57.23	37.35	37.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. Integration of special education students into areas of strengths will focus on primary grades this year.
2. This year, we are piloting a phonics progression program K-3 with all teaches K- 5 trained by our reading intervention teacher. Materials for both half pint decodables and UFLI phonics progression have been issued to teachers.

3. Instructional support in TK-2 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students. Designing a strong word study and writing component of reading program. Two ECS experts will lead writing units with teachers from January- March 2023.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54	52	64	54	51	61	54	51	60	100	98.1	95.3
Grade 4	60	59	53	59	58	51	59	58	51	98.3	98.3	96.2
Grade 5	62	62	57	60	57	55	60	57	55	96.8	91.9	96.5
All Grades	176	173	174	173	166	167	173	166	166	98.3	96.0	96.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2354.	2346.	2337.	5.56	7.84	5.00	5.56	11.76	6.67	20.37	15.69	15.00	68.52	64.71	73.33
Grade 4	2432.	2413.	2409.	3.39	0.00	7.84	16.95	17.24	11.76	45.76	36.21	29.41	33.90	46.55	50.98
Grade 5	2454.	2422.	2440.	5.00	3.51	0.00	20.00	10.53	16.36	18.33	14.04	23.64	56.67	71.93	60.00
All Grades	N/A	N/A	N/A	4.62	3.61	4.22	14.45	13.25	11.45	28.32	22.29	22.29	52.60	60.84	62.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	13.73	5.00	20.37	23.53	26.67	74.07	62.75	68.33
Grade 4	11.86	3.45	9.80	27.12	48.28	39.22	61.02	48.28	50.98
Grade 5	11.67	5.26	1.82	31.67	31.58	43.64	56.67	63.16	54.55
All Grades	9.83	7.23	5.42	26.59	34.94	36.14	63.58	57.83	58.43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	9.80	5.00	38.89	31.37	31.67	55.56	58.82	63.33
Grade 4	6.78	5.17	9.80	47.46	44.83	33.33	45.76	50.00	56.86
Grade 5	8.33	1.75	1.82	38.33	36.84	50.91	53.33	61.40	47.27
All Grades	6.94	5.42	5.42	41.62	37.95	38.55	51.45	56.63	56.02

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.56	5.88	5.00	29.63	45.10	41.67	64.81	49.02	53.33
Grade 4	6.78	5.17	5.88	45.76	55.17	58.82	47.46	39.66	35.29
Grade 5	10.00	3.51	0.00	36.67	54.39	58.18	53.33	42.11	41.82
All Grades	7.51	4.82	3.61	37.57	51.81	52.41	54.91	43.37	43.98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. All populations showed an increase in math scores this year. Continued efforts to align a continuum of instruction in best math practices utilizing the adopted curriculum, as well as teachers receiving coaching support around the use of IXL, an online platform.
2. To further increase mathematics comprehension, Alice Birney will hire math intervention teacher to run small group instruction.
3. Providing increase training around IEP and differentiating instruction, as well as inclusive practices with the use of IXL, an online platform.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1413.3	1401.0	1399.3	1428.6	1421.9	1421.9	1377.8	1352.1	1346.4	25	29	20
1	1454.7	1445.8	1458.5	1466.9	1461.7	1469.7	1442.2	1429.4	1446.9	25	29	21
2	1487.9	1468.8	1485.7	1486.7	1470.6	1494.2	1488.6	1466.5	1476.6	21	17	27
3	1484.1	1488.7	1489.5	1476.0	1490.1	1491.2	1491.8	1486.7	1487.2	25	26	16
4	1535.0	1520.8	1519.8	1525.6	1527.0	1520.5	1544.1	1514.2	1518.7	22	23	22
5	1540.3	1525.1	1538.7	1534.1	1524.6	1539.1	1546.2	1525.1	1537.6	20	28	21
All Grades										138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	6.90	5.00	24.00	24.14	20.00	60.00	41.38	60.00	8.00	27.59	15.00	25	29	20
1	4.00	3.45	9.52	68.00	37.93	28.57	16.00	44.83	47.62	12.00	13.79	14.29	25	29	21
2	9.52	5.88	18.52	61.90	52.94	62.96	28.57	23.53	14.81	0.00	17.65	3.70	21	17	27
3	4.00	3.85	18.75	40.00	46.15	43.75	52.00	34.62	25.00	4.00	15.38	12.50	25	26	16
4	36.36	26.09	27.27	54.55	43.48	40.91	9.09	26.09	13.64	0.00	4.35	18.18	22	23	22
5	30.00	21.43	38.10	50.00	25.00	28.57	15.00	50.00	28.57	5.00	3.57	4.76	20	28	21
All Grades	14.49	11.18	19.69	49.28	36.84	38.58	31.16	38.16	30.71	5.07	13.82	11.02	138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	12.00	10.34	10.00	28.00	41.38	25.00	52.00	24.14	50.00	8.00	24.14	15.00	25	29	20
1	24.00	20.69	23.81	32.00	44.83	52.38	36.00	27.59	19.05	8.00	6.90	4.76	25	29	21
2	23.81	23.53	48.15	61.90	23.53	40.74	14.29	41.18	3.70	0.00	11.76	7.41	21	17	27
3	20.00	30.77	31.25	48.00	38.46	56.25	20.00	23.08	6.25	12.00	7.69	6.25	25	26	16
4	50.00	56.52	54.55	40.91	34.78	22.73	9.09	4.35	18.18	0.00	4.35	4.55	22	23	22
5	60.00	42.86	52.38	30.00	50.00	42.86	5.00	7.14	4.76	5.00	0.00	0.00	20	28	21
All Grades	30.43	30.26	37.80	39.86	40.13	39.37	23.91	20.39	16.54	5.80	9.21	6.30	138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	0.00	0.00	0.00	0.00	10.00	72.00	62.07	40.00	20.00	37.93	50.00	25	29	20
1	8.00	3.45	14.29	28.00	17.24	14.29	44.00	51.72	38.10	20.00	27.59	33.33	25	29	21
2	4.76	0.00	0.00	61.90	47.06	51.85	23.81	41.18	44.44	9.52	11.76	3.70	21	17	27
3	4.00	3.85	12.50	20.00	15.38	31.25	64.00	50.00	31.25	12.00	30.77	25.00	25	26	16
4	31.82	4.35	18.18	40.91	26.09	18.18	22.73	52.17	36.36	4.55	17.39	27.27	22	23	22
5	20.00	10.71	14.29	20.00	14.29	38.10	50.00	60.71	28.57	10.00	14.29	19.05	20	28	21
All Grades	12.32	3.95	9.45	27.54	17.76	28.35	47.10	53.95	37.01	13.04	24.34	25.20	138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	10.34	20.00	88.00	65.52	50.00	4.00	24.14	30.00	25	29	20
1	48.00	31.03	47.62	48.00	62.07	42.86	4.00	6.90	9.52	25	29	21
2	42.86	11.76	40.74	57.14	76.47	51.85	0.00	11.76	7.41	21	17	27
3	4.00	15.38	31.25	76.00	65.38	62.50	20.00	19.23	6.25	25	26	16
4	31.82	56.52	59.09	68.18	39.13	40.91	0.00	4.35	0.00	22	23	22
5	20.00	25.00	19.05	75.00	71.43	76.19	5.00	3.57	4.76	20	28	21
All Grades	25.36	25.00	37.01	68.84	63.16	53.54	5.80	11.84	9.45	138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	16.00	17.24	20.00	72.00	51.72	50.00	12.00	31.03	30.00	25	29	20
1	12.00	17.24	9.52	80.00	75.86	80.95	8.00	6.90	9.52	25	29	21
2	28.57	35.29	55.56	71.43	52.94	37.04	0.00	11.76	7.41	21	17	27
3	44.00	61.54	43.75	44.00	34.62	43.75	12.00	3.85	12.50	25	26	16
4	68.18	69.57	54.55	31.82	26.09	31.82	0.00	4.35	13.64	22	23	22
5	85.00	71.43	80.95	10.00	28.57	19.05	5.00	0.00	0.00	20	28	21
All Grades	40.58	44.74	44.88	52.90	45.39	43.31	6.52	9.87	11.81	138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.00	0.00	10.00	84.00	65.52	55.00	12.00	34.48	35.00	25	29	20
1	12.00	17.24	14.29	68.00	44.83	23.81	20.00	37.93	61.90	25	29	21
2	4.76	5.88	14.81	71.43	76.47	81.48	23.81	17.65	3.70	21	17	27
3	0.00	3.85	0.00	68.00	53.85	62.50	32.00	42.31	37.50	25	26	16
4	31.82	4.35	4.55	50.00	73.91	59.09	18.18	21.74	36.36	22	23	22
5	30.00	10.71	4.76	50.00	64.29	71.43	20.00	25.00	23.81	20	28	21
All Grades	13.04	7.24	8.66	65.94	61.84	59.84	21.01	30.92	31.50	138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.00	3.45	0.00	52.00	37.93	35.00	40.00	58.62	65.00	25	29	20
1	8.00	3.45	9.52	80.00	68.97	61.90	12.00	27.59	28.57	25	29	21
2	9.52	11.76	14.81	90.48	58.82	77.78	0.00	29.41	7.41	21	17	27
3	12.00	19.23	43.75	84.00	65.38	31.25	4.00	15.38	25.00	25	26	16
4	40.91	4.35	36.36	54.55	86.96	50.00	4.55	8.70	13.64	22	23	22
5	20.00	10.71	38.10	70.00	82.14	52.38	10.00	7.14	9.52	20	28	21
All Grades	15.94	8.55	22.83	71.74	66.45	53.54	12.32	25.00	23.62	138	152	127

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. For greater gains, teachers who have been trained in CM will need more support to implement strategies more deeply in their Integrated ELD program.
2. Increase number of in person ELPAC testing adminstrations as possible. Provide safe testing conditions as per our site specific protection plan.
3. Increase minutes for TK-K students to decrease oral learning loss during virtual platform. Continue to fund .4 ELD services for our TK-1 students. Teacher pushes into TK-K classrooms for oral language development across all early grades.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
390	**89.7**	**33.3**	**0.5**
Total Number of Students enrolled in Alice Birney Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	130	33.3
Foster Youth	2	0.5
Homeless	36	9.2
Socioeconomically Disadvantaged	350	89.7
Students with Disabilities	67	17.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	3.1
American Indian	24	6.2
Asian	60	15.4
Filipino	1	0.3
Hispanic	135	34.6
Two or More Races	51	13.1
Pacific Islander	8	2.1
White	99	25.4

Conclusions based on this data:

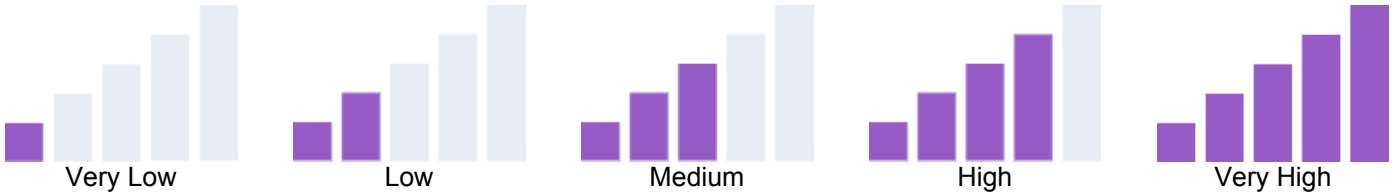
1. Alice Birney has a significant number of English Learners (39.1%) who are in need of Designated ELD provided by a highly trained ELD teacher and Integrated ELD provided by the classroom teacher.
2. Alice Birney student population consists of roughly 79% students of color. Culturally relevant materials and instructional strategies must be of high priority. Ensuring materials are available in Spanish.
3. With 93% SED and 7% homeless, Alice Birney staff must be trained and routinely practice culturally responsive and trauma informed instruction. The implementation of a community school model (The Nest) will support this population we serve. The school also must provide supports for students in crisis. Social worker and interns have become a part of our Student Study Team process, and tiered interventions/supports for students/families.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: High		

Conclusions based on this data:

1. Mathematics has been the area of growth for Alice Birney students since the adoption of a Common Core aligned math program, enabling teacher collaboration and correlation. Teachers need to be supported in continuing implementation of the program. This year, we have a full time math intervention teacher. Mornings this teacher pushes into our 3-5th grade math classes to teach small groups. In the afternoons, the teacher meets with small groups outside of the classroom.

2. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue.

3. Alice Birney is implementing a Community Schools Model this year to support students in accessing their learning when behavior is a barrier. Moreover, Alice Birney uses Restorative practices and Other Means of Correction to decrease suspension rates. Providing social emotional support through Second Step, PBIS, and reaching out to community mental health and other service agencies is a critical component to decreasing suspension rates and strengthening students' connectedness to school. Social Emotional development will be embedded through our garden project into ELA/math literacy.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

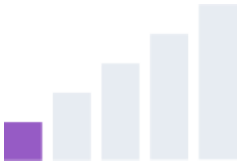
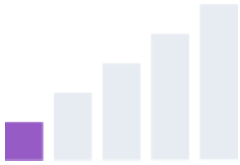
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
77.4 points below standard	74.2 points below standard	1 Student
160 Students	66 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
94.0 points below standard	79.8 points below standard	117.0 points below standard
19 Students	147 Students	31 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 160.1 points below standard 12 Students	No Performance Level 66.4 points below standard 25 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 73.5 points below standard 62 Students	No Performance Level 66.8 points below standard 17 Students	No Performance Level 4 Students	 Very Low 93.2 points below standard 35 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
91.1 points below standard 59 Students	7 Students	81.7 points below standard 95 Students

Conclusions based on this data:

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. For greater gains, teachers who have been trained in CM will need more support to implement strategies more deeply.

2. All teachers need to be trained in, receive support for, and collaborate regularly focusing on effective reading and writing curriculum and instruction for all students. A common core aligned adoption should help facilitate this process. Guided reading professional learning community PLC this year, will allow teachers to build capacity in small targeted reading instruction. This year, we are piloting a phonics progression program K-3 with all teaches K- 5 trained by our reading intervention teacher. Materials for both half pint decodables and UFLI phonics progression have been issued to teachers.

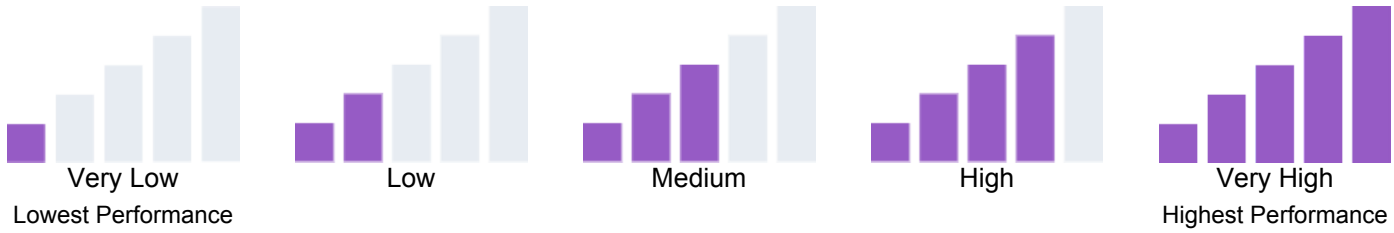
3. Instructional support in TK-2 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students. Designing a strong word study and writing component of reading program. Two ECS experts will lead writing units with teachers from January- March 2023.

School and Student Performance Data

Academic Performance
Mathematics

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

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



This section provides number of student groups in each level.

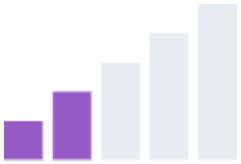
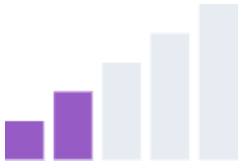
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
83.7 points below standard	86.6 points below standard	1 Student
159 Students	66 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
118.5 points below standard	87.2 points below standard	140.0 points below standard
19 Students	146 Students	30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students	No Performance Level 132.4 points below standard 12 Students	No Performance Level 78.5 points below standard 25 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 86.7 points below standard 62 Students	No Performance Level 106.4 points below standard 17 Students	No Performance Level 4 Students	 Low 74.9 points below standard 35 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.4 points below standard 59 Students	7 Students	83.3 points below standard 94 Students

Conclusions based on this data:

1. All populations showed an increase in math scores this year. Continued efforts to align a continuum of instruction in best math practices utilizing the adopted curriculum, as well as teachers receiving coaching support, will be necessary.
2. To further increase mathematics comprehension, Alice Birney's literacy techs could be of assistance during math instruction- for math literacy. Providing office hours in virtual classroom to provide math assistance to both students and families as questions arise.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
High
60.6 making progress towards English language proficiency
Number of EL Students: 104 Students
Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	31	6	57

Conclusions based on this data:

1. Efforts must be made to increase EL's ELA progress through targeted and frequent use of Constructing Meaning strategies 3rd through 5th grade, as well as providing Designated ELD instruction by staff trained in Systematic ELD.
2. Actions and Services need to focus on providing support for students in all Proficiency categories. Newcomers will be provided with direct transitional support in distance learning to access platform.
3. Classroom teachers need to focus efforts on high leverage instructional strategies, such as Structured Student Talk and vocabulary development, as well as providing authentic experiences to develop language skills and increase comprehension as a part of their Integrated ELD program.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

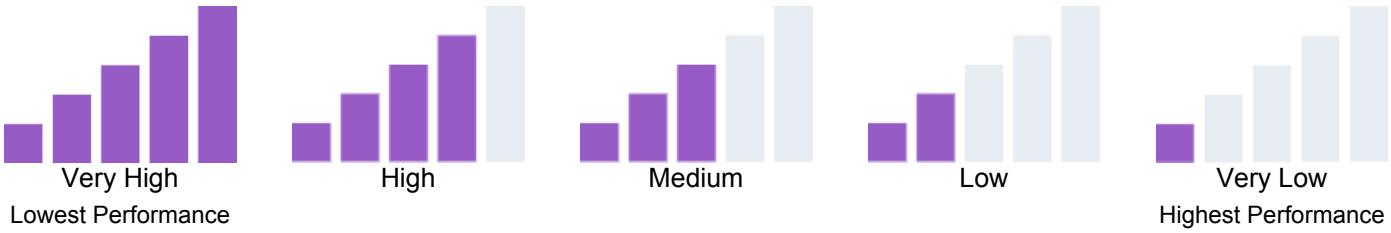
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

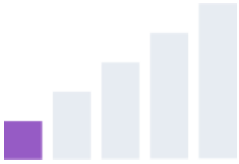
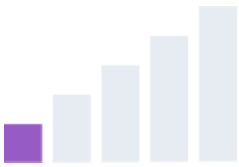
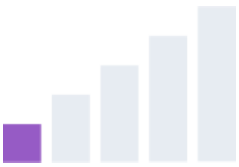
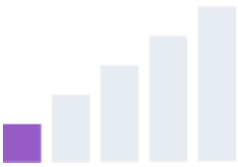


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
8	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
42.1% Chronically Absent	30.7% Chronically Absent	Less than 11 Students
416 Students	137 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
43.2% Chronically Absent	42.8% Chronically Absent	47.5% Chronically Absent
44 Students	383 Students	80 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Level	No Performance Level	Very High	No Performance Level
40% Chronically Absent	32% Chronically Absent	21.9% Chronically Absent	Less than 11 Students
15 Students	25 Students	64 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
42.4% Chronically Absent	42.6% Chronically Absent	Less than 11 Students	56% Chronically Absent
139 Students	54 Students	9 Students	109 Students

Conclusions based on this data:

1. Alice Birney staff needs to focus efforts on increasing Kindergarten and students with disabilities attendance rates.
2. Alice Birney has focused on students' connectedness to school. This is an area that has increased, yet continues to need more support. Alice Birney needs to work on the family's connectedness to school. The Community Schools model will support this direction.
3. Alice Birney will continue to meet with parents around attendance. Numerous, short, on the spot conferences has affected attendance in a positive way.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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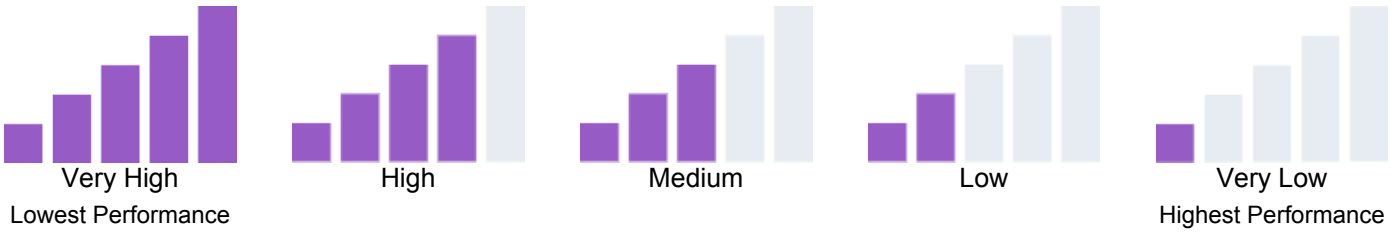

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	5	2	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
1.2% suspended at least one day	0.7% suspended at least one day	Less than 11 Students
427 Students	140 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Medium	Medium
2.1% suspended at least one day	1.3% suspended at least one day	1.3% suspended at least one day
47 Students	394 Students	80 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day	Less than 11 Students
15 Students	27 Students	64 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium	No Performance Level	Low
2.1% suspended at least one day	1.8% suspended at least one day	Less than 11 Students	0.9% suspended at least one day
144 Students	57 Students	9 Students	110 Students

Conclusions based on this data:

1. Efforts must be made to decrease the suspensions of students of two or more races. Digging into the data to identify these students and research the causes for suspension will be a first step. During our MTSS weekly meeting, we will address these equity reports in SWIS.

2. Alice Birney staff will need to continue efforts to increase school connectedness through culturally responsive practices. As surveyed with students and families, building a strong social emotional curriculum connected to our garden and core subjects. We have a garden curriculum for each grade level connected to CA state standards and garden philosophies applicable to grade level standards. A grant provides 10 hours a week of garden instruction to our after school program students. Our Bike Club launched a year long program this year with a new fleet of bikes for 19 students to attend. These are all programs we use to build community and networking with our local partners. We will have two Garden Days with our families where we will tend to our garden and various jobs around our school.

3. Alice Birney is implementing a Community Schools Model this year to support students in accessing their learning when behavior is a barrier. Moreover, Alice Birney uses Restorative practices and Other Means of Correction to decrease suspension rates. Providing social emotional support through Second Step, PBIS, and reaching out to community mental health and other service agencies is a critical component to decreasing suspension rates and strengthening students' connectedness to school. Social Emotional development will be embedded through our garden project into ELA/math literacy.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Students need greater exposure and instruction in the Common Core State Standards in ELA and math.
Students need access to materials and rich experiences at school.
Students who are English Learners and students who are struggling to learn to read need access to appropriate services and supports.
Teachers need greater support for Tier 1 classroom instructional strategies and assistance with providing targeted Tier 2 and 3 instructional supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3-5 ELA CAASPP	less than 25% met/exceeded in 2021-2022	At least 90% of students make one year's growth as measured by CAASPP
K-3 Benchmark Assessment System (BAS)	TBD	All students grow one year on BAS, Core Growth assessments, BPST
3-5 Math CAASPP	less than 30% met/exceeded in 2020-2021	At least 90% of students make one year's growth as measured by CAASPP
CHKS both parents and students	connectedness less than 60%	Over 80% connectedness to school/ personnel At least 60% of our families enroll in PIQE this year.

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

Strategy/Activity

1)Select, acquire and implement curriculum: CCSS aligned, ELD, class sets for use at school, and replacement materials
Principal, Leadership Team, Intervention and ELD Teachers
Includes purchasing ELA or Math supplementary materials and intervention support materials for targeted subgroups.
Copier maintenance
Includes building background experiences, school wide programs and field trip

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)
33,000	Title I
	Title I
	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide .2 ELD teacher
Learning loss due to virtual platform; oral practice for TK-1 students

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	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide library technician hours
Oversee library collection
Chromebook inventory and checkout
Spelling Bee advisor

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)
20,000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide literacy technicians and instructional aide support in classroom - extra hours than district allotment

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	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarteners

Strategy/Activity

ELK and Inclusion academies in August
Launch the year with one week of social, academic routines of kindergarten

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	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Includes providing collaboration and possible extra hours for guided reading and technological applications trainings, reading and writing professional learning community, as well as release time for teachers to visit other teachers on or off site for purposes of professional growth, as recommended by an instructional coach. Also includes classified extra hours to attend professional development.

Consult with Donna Doherty, Maikken Bass around the use of SST routine and academic language frames in FPC/"writing about reading" : PLC's facilitators providing cycles to teachers Tk-5

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	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Includes employing Teacher on Special Assignment (TOSA) to assist teachers in building their instructional math program, instructional strategies, and classroom management techniques. Use of IXL as teaching tool in math for targeted skills

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)
60,000	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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.

Employing an ELD teacher has supported efforts to increase proficiency for our English Learners, the one subgroup who made gains in ELA this year. Moreover, literacy continues to be an area of improvement, and with over 60% English Learner population, continuous support of EL will provide opportunities.

Providing the English Learner Kindergarten Academy has supported our incoming students and their families to feel connected and prepared for the start of the school year. In line with our vision of inclusive practices, we included special education students entering kinder to visit campus the week before school started for SOAR.

As surveyed with students and families, building a strong social emotional curriculum connected to our garden and core subjects. We have a garden curriculum for each grade level connected to CA state standards and garden philosophies applicable to grade level standards. A grant provides 10 hours a week of garden instruction to our after school program students. Our Bike Club launched a year long program this year with a new fleet of bikes for 19 students to attend. These are all programs we use to build community and networking with our local partners. We will have two Garden Days with our families where we will tend to our garden and various jobs around our school.

We were able to provide the following instructional aide support/ literacy technician support to TK-3 classrooms:
TK-2 5 hours a day
3rd 1.5 hours a day
3rd-5th : reading interventionist and math interventionist

Library tech is building a stronger library. Redecorating the room to make it more inviting and student-centered will be the first step. Using our library as a connection to families this year. In the earlier morning, we will host Student Study Team meetings, and then, in the afternoons, we will open to classrooms.

With a roving sub, we have had a the opportunity to complete one coaching cycle by November. The third grade team begins a coaching cycle in January, and the whole TK-5 grade teachers will be joining a writing field test with two experts who will be facilitating trainings around writing instruction.

CARE is a crucial role for academic and behavioral success for both students and teachers. CARE has been instrumental in ensuring teachers have curriculum and materials, our unstructured time is organized and prepared to mitigate in class behaviors, and a strong Student Study Team process is in place. With our Community Schools teacher and social worker, we have created a MTSS team to evaluate all students weekly.

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

As we evaluate our newly adopted ELA program, we have found the lack of phonics progression has impeded the teaching of reading. This year we are piloting UFLI, a phonic progression, as well as half pint decodable "books" that practice phonics patterns. All teachers were modeled the lesson sequence, and some will put into place whole class, and others will put into place in small groups.

Student study team process is stronger. A Google Drive and system is in place. A weekly review of students needs is done with CARE and administrator. A process has been communicated and reviewed with the teachers. Teachers are using the referral process for academic, behavior, and attendance. These SST provide authentic opportunities to connect with families and build effective intervention plans. Space is an issue, so this year we have had to be creative.

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.

Metrics Changes: Adding the BPST and Heggerty assessments for phonics growth- use to drive instruction. As well continue BAS as district benchmark until changes.

Strategies/Activities:
Increasing ELD and library technician time- making oral practice and access to literature a goal
Funding of CARE - increase teacher support and development, support schoolwide programs
Field trips, garden annual projects and bike club to build connectedness and community
Social emotional development around garden in line with community schools addition

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Students need to feel connected to and valued at school.
Students need to attend school regularly.
Students need to be given the opportunity to learn appropriate school behaviors that will lead to their success.
Staff needs support and training in implementing PBIS, Other Means of Correction (rather than suspension), Tier 2 and 3 behavioral support implementation, and the community schools model (trauma informed practice)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	17.6% students who are chronically absent	3% decrease in students who are chronically absent
Incident Management	3.1% students suspended	Maintain below 3% of students suspended
CA Healthy Kids Survey	54% of students who report that they have a caring adult on campus	At least 80% of students report having a caring adult on campus

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

Strategy/Activity

Provide field trip opportunities for TK-5- bus transportation costs and registration/ticket fees possibly for shows
Reflect instructional themes of grade level around ELA and SS/Sci standards; At least one a school year per grade level. Authentic writing opportunities

Families invited to attend as chaperones

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)
7,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide social emotional support for students through the use of our community garden and bike club

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)
13,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Design family nights (Biliteracy Night), based on family survey results, to build community and information
Support families in PIQE as needed

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	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Includes providing translation and interpretive services and materials/supplies for meetings. Consultation and professional development from Family Resource Center/Homeless and Foster Youth Liaison or other agencies. Interpretation services for conferences, SST meetings.

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)
5000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

CARE specialist

Strategy/Activity

Includes employing Teacher on Special Assignment (TOSA) to assist teachers in building their instructional math program, instructional strategies, and classroom management techniques.

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)
60,000	

Annual Review

SPSA Year Reviewed: 2021-22

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.

Establishing a strong Community School model this year with our new 5 year grant. Creating systems for radio calls, professional developing staff around tier one supports with break space and recovery, launching the therapy room for students to receive outside agency support, as well as launching a social emotional reteaching program based on identified (due to data) lagging skills.

Ensuring we have a strong PBIS team and system of organization. PBIS team was able to create rotation stations around expectations and areas of focused need to due data. Stamina awards were given monthly from each teacher. A student and family were recognized for their ability to stick to their goals. Medals are awarded monthly in a recognition. A breakfast will be hosted twice a year. A school wide garden project occurs three times a year. A garden curriculum is designed per grade level with a quote and action. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community helping students to feel a part of the school community and reduce behaviors. The use of ASLUP and targeting lagging skills is also a focus. Social work and intern, as well as CARE have created a tiered approach to behavior- both reactionary and proactive. A MTSS team meets weekly to diagnose and respond to student/family needs. Inclusive practices timeline has been created at the end of this year. Visitations happen this year with our Sonoma County partners to strategize on our implementation plan. ELD and SPED collaboration has been occurring around IEP goal writing. Both Resource and SAI minutes will be served inside and outside the classroom.

In addition, there has been a concerted effort to reduce absenteeism and tardies. Attendance Student Study Teams and referrals to SARB increased in the 2022-2023 school year in order to address barriers preventing students from regularly attending school. Numerous, short conversations around attendance strategies with families is effective. Use of social worker and intern to do home visits and family outreach. Teachers focused on ELA/ Math and social/emotional development.

Employing an ELD teacher has supported efforts to increase proficiency for our English Learners, the one subgroup who made gains in ELA this year. Moreover, literacy continues to be an area of improvement, and with over 60% English Learner population, continuous support of EL will provide opportunities.

Providing the English Learner Kindergarten Academy has supported our incoming students and their families to feel connected and prepared for the start of the school year. In line with our vision of inclusive practices, we included special education students entering kinder to visit campus the week before school started for SOAR.

As surveyed with students and families, building a strong social emotional curriculum connected to our garden and core subjects. We have a garden curriculum for each grade level connected to CA state standards and garden philosophies applicable to grade level standards. A grant provides 10 hours a week of garden instruction to our after school program students. Our Bike Club launched a year long program this year with a new fleet of bikes for 19 students to attend. These are all programs we use to build community and networking with our local partners. We will have two Garden Days with our families where we will tend to our garden and various jobs around our school.

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CARE is a crucial role for academic and behavioral success for both students and teachers. CARE has been instrumental in ensuring teachers have curriculum and materials, our unstructured time is organized and prepared to mitigate in class behaviors, and a strong Student Study Team process is in place. With our Community Schools teacher and social worker, we have created a MTSS team to evaluate all students weekly.

As we evaluate our newly adopted ELA program, we have found the lack of phonics progression has impeded the teaching of reading. This year we are piloting UFLI, a phonic progression, as well as half pint decodable "books" that practice phonics patterns. All teachers were modeled the lesson sequence, and some will put into place whole class, and others will put into place in small groups.

Student study team process is stronger. A Google Drive and system is in place. A weekly review of students needs is done with CARE and administrator. A process has been communicated and reviewed with the teachers. Teachers are using the referral process for academic, behavior, and attendance. These SST provide authentic opportunities to connect with families and build effective intervention plans. Space is an issue, so this year we have had to be creative.

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

PBIS focused on staff well being, as survey of staff reflected this goal. A monthly calendar of events for self care was designed and implemented. Outside of expectation stations for the virtual platform and in person instruction routines as well, the PBIS collected less data. Data related to attendance, SEESAW or Epic participation and academic proficiency. Student study team process reflected more attendance issues, as this was the greatest need.

Social work intern and social /emotional development program was implemented when we returned to face to face instruction. Outreach to families around hot spots and chromebooks was put in place immediately this year. More difficult to use funding for alotted activities as we were not in person nor allowed per guidelines to eat at school.

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.

Staff will survey families and students this year. CHKS provided information for 5th grade students and families only.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

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)

Strategy/Activity

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)

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	$271,000.00

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 ($)
Title I	$211,000.00

Subtotal of additional federal funds included for this school: $211,000.00

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

State or Local Programs	Allocation ($)
	$60,000.00

Subtotal of state or local funds included for this school: $60,000.00

Total of federal, state, and/or local funds for this school: $271,000.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristin Sobilo	Principal
Jeanne Wilhelm	Classroom Teacher
Pam Brittenburg	Classroom Teacher
Tina Toomata	Other School Staff
Cara Cordoni	Parent or Community Member
Erika Castillo	Parent or Community Member
Tayloranne Finch	Parent or Community Member
Art Hand	Parent or Community Member
Mai Lee	Classroom Teacher
Cheyenne King	Classroom Teacher
Armida Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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 11/30/ 2022.

Attested:

	Principal, Kristin Sobilo on
	SSC Chairperson, Cara Cordoni on

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder 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**easurable, **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 Stakeholder 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 (Stakeholder 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/guidanceuseseinvestment.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 (Stakeholder 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019