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
James M. Burchfield Primary School	06-61598-6003495	May 11, 2023	May 15, 2023

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The School Site Council reviewed and evaluated the school's state and local assessments, parent and student survey results, as well as consulted with English Language Acquisition Committee, which is a part of the development process of the Single Plan for Student Achievement. As part of the process, the council evaluated, as described in the annual evaluation and update, each of the 2021-2022 Single Plan For Student Achievement (SPSA) goals resulting in a number of minor changes to the 2022 SPSA, as School Site Council worked to ensure that all students had equal access to academic, social-emotional, and behavioral supports needed to be successful. SSC members reviewed state assessments student achievement results and utilized newly implemented local assessment tools that enabled the school and the School Site Council to effectively evaluate the SPSA, measures, goals, and action steps. In addition, the SSC reviewed the Student/Parent Handbook and discipline policy. In closing, the 2022 SPSA not only aligns with California's eight state priorities but also with the District's local priorities as highlighted in the Colusa Unified School District Local Control Accountability Plan.

The purpose of this plan is to identify and address the instructional programs that our instructional staff will need in order to provide rigorous academics and comprehensive social emotional tiered systems of supports to ensure the appropriate rigor of instruction that will positively impact the academic growth of our students.

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

Colusa Unified School District provides a weekly collaboration time for all sites in order to thoroughly include TK - 12 teachers, administration and other employees in site-level Professional Learning Communities (PLCs) as well as monthly district level professional development to maintain

transparent communication from the superintendent and district office. The site administration facilitates the needs assessment process to analyze our student achievement data, identify prioritized needs, create action steps and communicate with stakeholders (SSC, ELAC, Parent Club). The CUSD leadership team work together to create long-term Action Plans to maintain our current strengths while taking necessary steps of improvement on identified areas in need of attention tied to our LCAP goals. Our CUSD administrative team conducts an annual evaluation of the actions taken to improve student achievement in 2022-2023 school year in order to determine next steps as well as new potential areas of focus.

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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).

Staff was surveyed using online survey in the Spring of 2022 regarding curriculum, instruction, assessment, learning environment, resources, leadership, relationships, and policies. The surveys indicated that the staff agreed that in the areas of curriculum and instruction, continued i-Ready implementation is needed. The majority of staff members stated that the professional development content that was received met their professional needs. Strengthening communication between parent club and teachers as well as teachers and parents was indicated. A parent survey in the spring of 2022 indicated parents and staff feeling safety of students and our entire campus has increased due to locking and monitoring gates. The parents have adjusted to the new check in/out policy in the front office, and the security of the campus has drastically increased as a result. Parents value our entire staff, and they mentioned the appreciation of our paraeducators. The parents have appreciated our increased communication in English and Spanish, and they'd like the efforts to continue and improve including information regarding upcoming testing in their child's classroom. Communication between the school and home will continue to be an area of focus in our CUSD LCAP as well as at all of our school sites as we highly value this area to best serve our students.

Classroom Observations

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

Classroom observations are conducted by the principal on a regular basis. Colusa Unified School District has an informal walk through system that is utilized by all site administrators. A common feedback form is generated to communicate with staff. It is very important to observe student learning on a consistent basis through informal and formal observations.

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)

A variety of assessments such as the English Language Proficiency Assessments for California (ELPAC), the Smarter Balanced Assessment Consortium (SBAC), and local grade-level assessments are utilized to analyze our curriculum. The results help us in modifying our curriculum and instructional practices in order to help students achieve to their potential. The state assessment was administered in the 2021-2022 school year. The School Site Council, ELAC committee, and teaching staff reviewed state results from the 2021-2022 year. The testing results are compared to the 2020-2021 school year which indicate students at Burchfield Primary School showed similar results from the previous year in ELA and continued learning loss in Math. The performance gap between Hispanic and White Subgroups have increased from 9% to 30% in ELA and increased from 23% to 42% in Math since 2021. The performance gap between Free and Reduced lunch and Non-Free and Reduced lunch Subgroups have increased from 13% to 28% in ELA and 8% to 22% in Math since 2021. Our local i-Ready assessments for all grade levels in ELA and Math was administered in the last two years. It shows a decrease in performance due to learning loss as compared to 2020-2021 results with a decrease of 15 percent in ELA (45% to 30%) and an 10% increase in Math (30 to 40%). The districtwide implementation of i-Ready continues to progress. Staff implements three diagnostic assessments to drive instruction, utilizes the adaptive learning lessons for differentiation, and provides professional development for the teachers three times throughout the school year.

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

Common Core curriculum embedded assessments are given at least every three to four weeks to monitor student progress. The data from these assessments are used to monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practice and implementation of our curriculum. The data is analyzed regularly in both grade level and vertical PLC groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school staffs all classrooms with credentialed, highly qualified teachers.

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

Burchfield Primary School has sufficient credentialed teachers. All teachers participate in professional development for iReady, ELD, Math, Reading, and Writing throughout the academic year. Teachers will be provided a minimum of four hours to meet as a grade-level teams and review curriculum pacing, sharing instructional strategies, and observing best practices in other schools outside of structured collaboration time.

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

Staff development is based on assessed staff needs, SBAC and ELPAC results, I-ready data, and grade-level assessments. Weekly collaboration time is scheduled for all teachers and three days of teacher training is scheduled each year. Pacing guides have been established and reflect alignment of curriculum, instruction and materials with state standards.

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

A full time reading specialist assists and supports teachers with language arts data, curriculum, training and interventions. A full time math support specialist supports teachers with math intervention strategies. An English Language Development specialist supports teachers with professional development and strategies to implement in their classroom. Early release time is provided once a month for PLC meeting, grade level meetings focusing on student data, staff meetings, professional development as well as monthly visits, updates and presentations by our CUSD superintendent.

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

Teachers have release time for collaboration every Wednesday afternoon and are released at least once each trimester by grade level to collaborate, analyze data, share strategies for implementation of CCSS, PLC's, Common Formative Assessments, share best practices, and plan curriculum relative to their grade level. Additionally, four hours of grade level data collaboration has been implemented throughout the school year.

Teaching and Learning

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

Standards-based textbooks are used for students in the subjects of language arts, reading, and math. Instruction is regularly monitored for alignment with the common core standards. State Approved supplemental materials for Math, ELA, and Science will be implemented by teachers as needed. Classroom observations and conferencing with teachers about instructional practices aligned with the California Standards for the Teaching Profession will take place.

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

Burchfield Primary School meets the required instructional minutes for language arts and mathematics for all students. This time is given priority and protected as much as is possible from interruptions.

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

Lesson pacing guides have been developed at each grade level in both language arts and math. Teachers will also provide differentiated instruction during the day for all students, integrated and designated ELD, targeted ELA intervention and enrichment, math support intervention, and provide small group interventions within the classroom as time allows.

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

All students including English Language Learners, at-risk students, and socio-economically disadvantaged students are instructed with standards-based curriculum. State textbook funds are allocated for this purpose.

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

All instructional materials are SBE-adopted and aligned with the state common core standards.

Opportunity and Equal Educational Access

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

The following services are provided to assist underperforming students:
*After school tutoring
*Reading intervention programs
*Math intervention programs
*ELD intervention programs
*High school mentoring program
*English Language Development (Integrated and Designated)
*Teacher grade level collaboration to analyze data and target the needs of underperforming students
*Differentiated instruction to meet the needs of students at all levels
*School library provides educational materials and programs to meet the needs of all levels of learners
*Technology resources are provided and integrated into the curriculum during class instruction
*New teachers are supported through the Tri County Induction Program (TCIP) through Sutter County Office of Education
*Intern teachers are supported through a district mentor program
*i-Ready and Footsteps to Brilliance Programs
*Reflex Math
*Really Great Reading Phonics Program

Evidence-based educational practices to raise student achievement

We have worked with an ELA and Math consultants to integrate common core, research-based strategies to raise student achievement.

Parental Engagement

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

Some of the resources available are:
*District-provided translation services for English-Spanish
*Translations at Parent/Teacher Conferences, IEPs, SSTs, and all school communication in writing
*After-School program for grades 1st - 3rd
*Colusa County Library
*After School Tutoring
*Multi-disciplinary team
*Summer school program
*School attendance review board (DART)
*Local Child Care Planning Council funding support
*First Five
*Kinder-Camp
Access to chromebooks and technology based curriculum at home

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)

Parents, community members, teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs.

Funding

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

Categorical funds provide the following services:
*Title 1 reading specialist teacher and reading intervention aides
*After School Intervention

Fiscal support (EPC)

*Title I
*Title III
*District Funded
*LCFF

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and English Language Acquisition Committee(ELAC) have been involved in monthly meetings discussing plans that focus on an after school intervention program that partners or is an extension of ASES, the vision at BPS, reviewing and updating our site safety plan, our site

SARC, and our site single plan. The parent groups have gone through a needs assessment process to thoroughly gather feedback to directly impact our Single Plan for Student Achievement as well as our district LCAP process. The parent groups also focus on utilizing parental support for teachers and classrooms. Monthly staff meetings and weekly PLC's were used to collaborate with staff about the focus of school goals as they line up with the district goals: academics, technology, community and facilities.

Resource Inequities

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

The district provides ongoing support to all school sites and departments to best serve students. Unexpected concerns or needs are addressed regularly at CUSD leadership and principal meetings. As a result of the indicated information, there are no ongoing resource inequities. BPS goes through a Site Based Budget (SBB) process every spring to evaluate the needs of all staff to best serve our students. The SBB process has proven effective in gathering input from all staff and addressing their needs.

Burchfield Primary School was identified for Additional Targeted Support and Improvement (ATSI). The root cause analysis involved examining data from CAASPP, the California Dashboard, California Parent Survey, site data, and a review of the 2021-2022 SPSA. The root cause analysis indicates a strong need in several academic areas. English Language Arts and Mathematics continue to be areas that shows our students performing well below the state average. The results indicate a more significant achievement gap in math. A significant gap was identified for our students with disability. Chronic Absenteeism: the 2022 California Dashboard data indicates all student groups in the category of chronic absenteeism.

The SSC and ELAC committees have expressed the need for support systems for academic and social emotional development. Parent engagement and technology support has been identified as an area of critical need at the primary school.

The resource inequities are as follows:

- Opportunities for targeted intervention to focus on individual student needs.
- Concern over regular daily attendance
- Low Parent Engagement resulting in increased parent nights, ESL parent nights and computer support parent nights.
- Intentional increased awareness of chronically absent students for proactive communication.

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	1.98%	2.1%	2.63%	9	9	12
African American	1.1%	1.4%	1.54%	5	6	7
Asian	0.66%	1.9%	1.32%	3	8	6
Filipino	0%	%	%	0		
Hispanic/Latino	73.57%	74.1%	71.71%	334	317	327
Pacific Islander	0.44%	0.5%	%	2	2	
White	20.7%	18.9%	21.27%	94	81	97
Multiple/No Response	1.54%	1.2%	1.54%	7	5	7
			Total Enrollment	454	428	456

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	130	140	126
Grade 1	108	91	131
Grade 2	95	105	92
Grade3	121	92	107
Total Enrollment	454	428	456

Conclusions based on this data:

1. There is one class that is larger than the others that is in 2nd grade in the 21-22 school year.
2. The total enrollment for 2021-2022 for BPS was 456 students.

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	194	190	186	42.7%	44.40%	40.8%
Fluent English Proficient (FEP)	27	14	17	5.9%	3.30%	3.7%
Reclassified Fluent English Proficient (RFEP)	7	0	15	3.6%	0.0%	8.1%

Conclusions based on this data:

1. Reclassified Fluent English Proficient (RFEP) for 2021-22 has a significant increase due to zero reclassifications the prior year.
2. The number of English Learners remains consistent year over year on the average.
3. The process of reclassification and interventions are showing positive results in developing the English language in our English Learner population.

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	111	86	107	108	72	106	108	71	106	97.3	83.7	99.1
All Grades	111	86	107	108	72	106	108	71	106	97.3	83.7	99.1

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	2430.	2406.	2387.	20.37	11.27	14.15	35.19	26.76	20.75	20.37	29.58	25.47	24.07	32.39	39.62
All Grades	N/A	N/A	N/A	20.37	11.27	14.15	35.19	26.76	20.75	20.37	29.58	25.47	24.07	32.39	39.62

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	28.70	11.27	16.04	51.85	57.75	57.55	19.44	30.99	26.42
All Grades	28.70	11.27	16.04	51.85	57.75	57.55	19.44	30.99	26.42

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	16.67	2.82	2.83	61.11	66.20	54.72	22.22	30.99	42.45
All Grades	16.67	2.82	2.83	61.11	66.20	54.72	22.22	30.99	42.45

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	20.37	7.04	10.38	67.59	84.51	70.75	12.04	8.45	18.87
All Grades	20.37	7.04	10.38	67.59	84.51	70.75	12.04	8.45	18.87

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	18.52	14.08	11.32	56.48	66.20	55.66	25.00	19.72	33.02
All Grades	18.52	14.08	11.32	56.48	66.20	55.66	25.00	19.72	33.02

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.

Conclusions based on this data:

1. Overall achievement in ELA for all students has shown a continued learning loss in 21-22.
2. The number of students exceeding or near standard increased for reading in 21-22.
3. The achievement in all other ELA categories showed continued learning loss in 21-22.

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	111	86	107	108	73	106	108	73	106	97.3	84.9	99.1
All Grades	111	86	107	108	73	106	108	73	106	97.3	84.9	99.1

* 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	2432.	2412.	2403.	17.59	12.33	10.38	32.41	21.92	24.53	26.85	34.25	32.08	23.15	31.51	33.02
All Grades	N/A	N/A	N/A	17.59	12.33	10.38	32.41	21.92	24.53	26.85	34.25	32.08	23.15	31.51	33.02

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.

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	28.70	12.33	13.21	47.22	57.53	53.77	24.07	30.14	33.02
All Grades	28.70	12.33	13.21	47.22	57.53	53.77	24.07	30.14	33.02

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.

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	21.30	21.92	16.98	58.33	50.68	46.23	20.37	27.40	36.79
All Grades	21.30	21.92	16.98	58.33	50.68	46.23	20.37	27.40	36.79

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	25.93	17.81	13.21	50.00	58.90	63.21	24.07	23.29	23.58
All Grades	25.93	17.81	13.21	50.00	58.90	63.21	24.07	23.29	23.58

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. Overall Achievement in Math for students showed a slight improvement of met or exceeded in 21-22.
2. All categories showed a learning loss for above or at or near the standard in 21-22.

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	1405.6	1373.3	1359.0	1421.4	1381.7	1361.2	1368.3	1353.5	1353.9	52	53	53
1	1462.2	1439.8	1404.0	1468.8	1450.0	1415.6	1455.0	1429.2	1391.9	46	29	52
2	1478.9	1439.0	1468.4	1486.2	1431.2	1471.1	1471.3	1446.2	1465.2	50	45	28
3	1499.9	1481.9	1471.5	1499.7	1480.6	1474.6	1499.5	1482.7	1467.9	43	48	40
All Grades										191	175	173

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	7.69	0.00	11.32	28.85	19.23	15.09	44.23	44.23	32.08	19.23	36.54	41.51	52	52	53
1	17.39	0.00	1.92	36.96	41.38	15.38	36.96	37.93	40.38	8.70	20.69	42.31	46	29	52
2	4.00	2.22	7.14	56.00	31.11	39.29	36.00	33.33	50.00	4.00	33.33	3.57	50	45	28
3	32.56	10.64	5.00	37.21	40.43	25.00	18.60	34.04	47.50	11.63	14.89	22.50	43	47	40
All Grades	14.66	3.47	6.36	39.79	31.79	21.39	34.55	37.57	41.04	10.99	27.17	31.21	191	173	173

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	17.31	1.92	5.66	26.92	26.92	24.53	42.31	36.54	26.42	13.46	34.62	43.40	52	52	53
1	21.74	17.24	11.54	43.48	34.48	15.38	28.26	34.48	48.08	6.52	13.79	25.00	46	29	52
2	34.00	2.22	21.43	38.00	28.89	42.86	26.00	42.22	28.57	2.00	26.67	7.14	50	45	28
3	46.51	25.53	12.50	25.58	44.68	45.00	16.28	19.15	32.50	11.63	10.64	10.00	43	47	40
All Grades	29.32	10.98	11.56	33.51	33.53	29.48	28.80	32.95	34.68	8.38	22.54	24.28	191	173	173

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	5.77	1.92	7.55	17.31	15.38	11.32	48.08	48.08	41.51	28.85	34.62	39.62	52	52	53
1	6.52	0.00	0.00	30.43	27.59	7.69	43.48	31.03	30.77	19.57	41.38	61.54	46	29	52
2	4.00	4.44	7.14	38.00	22.22	35.71	48.00	33.33	32.14	10.00	40.00	25.00	50	45	28
3	4.65	6.38	2.50	48.84	14.89	7.50	34.88	53.19	47.50	11.63	25.53	42.50	43	47	40
All Grades	5.24	3.47	4.05	32.98	19.08	13.29	43.98	42.77	38.15	17.80	34.68	44.51	191	173	173

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	23.08	9.62	24.53	67.31	63.46	43.40	9.62	26.92	32.08	52	52	53
1	58.70	44.83	19.23	36.96	48.28	63.46	4.35	6.90	17.31	46	29	52
2	30.00	15.56	25.00	66.00	68.89	67.86	4.00	15.56	7.14	50	45	28
3	25.58	31.91	22.50	51.16	51.06	70.00	23.26	17.02	7.50	43	47	40
All Grades	34.03	23.12	22.54	56.02	58.96	59.54	9.95	17.92	17.92	191	173	173

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	15.38	0.00	0.00	57.69	46.15	52.83	26.92	53.85	47.17	52	52	53
1	13.04	3.45	9.62	71.74	72.41	48.08	15.22	24.14	42.31	46	29	52
2	34.00	4.44	21.43	62.00	51.11	64.29	4.00	44.44	14.29	50	45	28
3	67.44	34.04	17.50	20.93	53.19	60.00	11.63	12.77	22.50	43	47	40
All Grades	31.41	10.98	10.40	53.93	53.76	54.91	14.66	35.26	34.68	191	173	173

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	1.92	0.00	13.21	82.69	71.15	49.06	15.38	28.85	37.74	52	52	53
1	19.57	6.90	1.92	56.52	51.72	23.08	23.91	41.38	75.00	46	29	52
2	4.00	11.11	3.57	80.00	51.11	64.29	16.00	37.78	32.14	50	45	28
3	0.00	6.38	0.00	72.09	59.57	30.00	27.91	34.04	70.00	43	47	40
All Grades	6.28	5.78	5.20	73.30	59.54	39.31	20.42	34.68	55.49	191	173	173

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	28.85	25.00	16.98	34.62	33.33	41.51	36.54	41.67	41.51	52	48	53
1	10.87	3.57	0.00	78.26	64.29	59.62	10.87	32.14	40.38	46	28	52
2	16.00	2.56	17.86	74.00	61.54	67.86	10.00	35.90	14.29	50	39	28
3	16.28	6.38	7.50	76.74	78.72	67.50	6.98	14.89	25.00	43	47	40
All Grades	18.32	10.49	9.83	64.92	58.64	57.23	16.75	30.86	32.95	191	162	173

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. The number of students in level 4 significantly increased in 21-22 due to no students being re-designated the prior year.
2. Students are doing better with receiving information in listening and oral skills. They are struggling with writing, reading, and speaking domains.
3. We have a high number of level 1 students in the K-1 grades due to less time receiving instruction.

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**
456	**59.6**	**40.8**	**0.4**
Total Number of Students enrolled in James M. Burchfield Primary 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	186	40.8
Foster Youth	2	0.4
Homeless	22	4.8
Socioeconomically Disadvantaged	272	59.6
Students with Disabilities	59	12.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.5
American Indian	12	2.6
Asian	6	1.3
Filipino		
Hispanic	327	71.7
Two or More Races	7	1.5
Pacific Islander		
White	97	21.3

Conclusions based on this data:

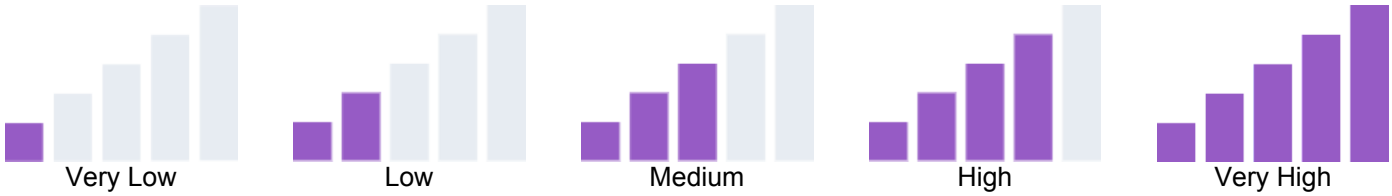
1. We have a high number of English Learner and Socioeconomically disadvantaged populations.
2. Students with Disabilities has also increased in percentage from the previous school year.

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: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. All Academic Performance has decreased significantly since 2019 and pre-pandemic levels.
2. The suspension rate continued to be low.
3. Chronic Absenteeism increased due to continued quarantine requirements.

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.

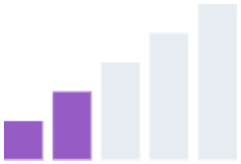
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	0	0

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
Low	Very Low	No Performance Level
43.5 points below standard	87.0 points below standard	1 Student
100 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
3 Students	60.8 points below standard	146.3 points below standard
	67 Students	16 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level 1 Student	 No Performance Level 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 58.8 points below standard 76 Students	 No Performance Level 1 Student		 No Performance Level 7.9 points above standard 21 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**
102.4 points below standard 36 Students	7 Students	6.6 points below standard 52 Students

Conclusions based on this data:

1. BPS has seen significant learning loss due to the covid-19 pandemic. All Students, English Learners, Socioeconomically Disadvantaged all decreased since 2019.
2. Some categories do not meet the minimum number of students to indicate progress in 2022.
3. English Learners showed the most significant loss in ELA in 2022.

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.

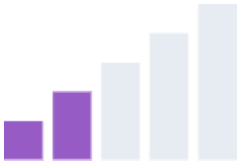
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

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
27.6 points below standard	69.1 points below standard	1 Student
100 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
3 Students	41.7 points below standard	111.2 points below standard
	67 Students	16 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 1 Student		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 46.6 points below standard 76 Students	No Performance Level 1 Student		No Performance Level 33.7 points above standard 21 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**
85.4 points below standard 36 Students	7 Students	9.8 points above standard 52 Students

Conclusions based on this data:

1. All Students, English Learners, Socioeconomically Disadvantaged showed significant learning loss since 2019 and the covid-19 pandemic.
2. All students previously showed 6.7 points above standard and declined to 27.6 points below standard in 2022.
3. The EL student group dropped the highest percentage in 2022.

School and Student Performance Data

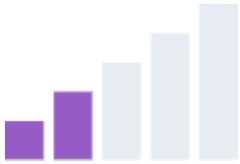
Academic Performance
English Learner Progress

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



Low

36.4 making progress towards English language proficiency

Number of EL Students: 99 Students

Performance Level: 2

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
23.2%	40.4%	0.0%	36.4%

Conclusions based on this data:

1. 33% of English Learners dropped a level and 29% advanced a level in 2022.
2. Approximately 36% of English Learners are making progress toward proficiency in 2022.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

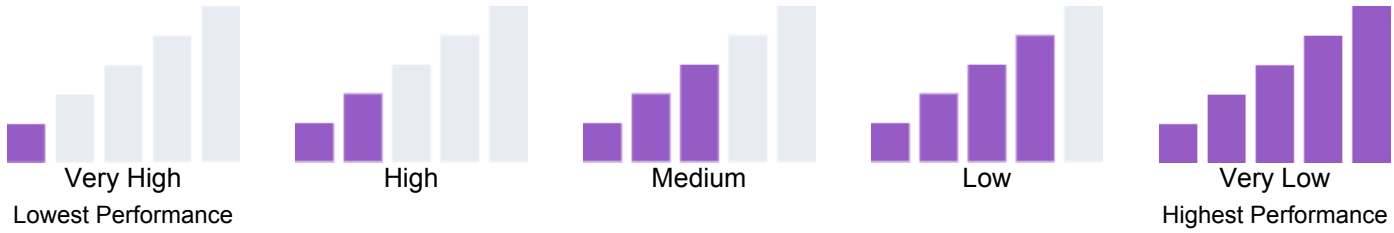
1. N/A
2. N/A

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
4	0	1	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.

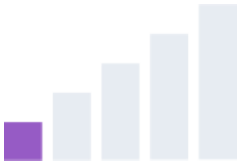
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
22.4% Chronically Absent	25.8% Chronically Absent	Less than 11 Students
473 Students	194 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
40.7% Chronically Absent	26.4% Chronically Absent	35.4% Chronically Absent
27 Students	341 Students	82 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	42.9% Chronically Absent	Less than 11 Students	
7 Students	14 Students	7 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Medium
24.2% Chronically Absent	Less than 11 Students		9.9% Chronically Absent
335 Students	9 Students		101 Students

Conclusions based on this data:

1. Chronic Absenteeism was very high for EL students, Hispanic, socio-economically disadvantaged, and students with disabilities in 21-22. This is due to quarantine requirements and covid-19 restrictions.
2. White had a medium level of Chronic Absenteeism of 10%.

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. N/A

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.

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 Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	3

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
Low	Very Low	No Performance Level
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students
479 Students	194 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Medium
0% suspended at least one day	0.9% suspended at least one day	2.4% suspended at least one day
28 Students	346 Students	83 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	7.1% suspended at least one day	Less than 11 Students	
7 Students	14 Students	7 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level		Very Low
0.3% suspended at least one day	Less than 11 Students		0% suspended at least one day
337 Students	10 Students		104 Students

Conclusions based on this data:

1. Our overall percentage of students who were suspended is low at .6%
2. Students with Disabilities did rate a medium level at 2.4%.
3. Our EL suspension rate was very low at 0%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Outcomes

LEA/LCAP Goal

Improve student outcomes in all content areas

Goal 1

Improve student outcomes and maintain individualized student learning plans to close learning gaps

Identified Need

Data from a variety of sources is used for ongoing assessment to improve student achievement. Curriculum based benchmarks, iReady and California Assessment for Student Performance and Progress (CAASPP) results are available in our Illuminate data assessment system. The data from these assessments are used to guide instructional practices and identify tiered student interventions. Student study team meetings are held throughout the year to monitor progress and alter intervention plans to best serve our students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	Thirty-five percent of all third grade students met or exceeded the ELA third grade standards as measured in CAASPP. Thirty-five percent of all third grade students met or exceeded the math third grade standards as measured in CAASPP	Third grade will increase the number of students who meet or exceed the standard in the area of English language arts by 3% on CAASPP. Third grade will increase the number of students who meet or exceed the standard in the area of math by 3% on CAASPP
iReady Scores	Forty percent of all students scored early on, mid, or above grade level standards on the local iReady Assessments in mathematics. Fifty-One percent of all students scored early on, mid, or above grade level standards on the local iReady Assessments in English language arts.	The school will improve the number of students who scored early on, mid, or above grade level standards on the local iReady Assessments in mathematics by 3%. The school will improve the number of students who scored early on, mid, or above grade level standards on the local

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		iReady Assessment in English language arts by 3%.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Alignment of instruction to Common Core State Standards:
Detailed Pacing Guide
Weekly Collaboration Opportunities
Full Implementation of CA Benchmark Advance/Bridges Math Curriculum
Alignment of CCSS to Curriculum
Professional Development to Align the CCSS to Benchmark Advance/Bridges Math Curriculum
PLC Grade Level Groups and Increased Grade Level Common Prep Time
Really Great Reading Phonics Program
Reflex Math Program
Tri-Annual School-wide Data Diagnostic

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)
138537	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher will have time in their day to collaborate using iReady data and assessment data in Iluminate to help them plan a more individualized lessons for students. They will also use this time to implement interventions for students who need extra support while increasing rigor for those students meeting standards.

Strategy/Activity 2

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

All Students

Strategy/Activity

Assessment:
Monitor Student Progress Weekly Benchmark ELA Goal by Classroom Teacher
End of Unit Assessments, Interim Assessments and Weekly Assessments for ELA and Math
ELA Intervention Groups
Differentiated Instruction ELA/Math
Flexible Grouping
Weekly Progress Reports
iReady Diagnostic

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)
82,586	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Reading Intervention Specialist salary.
23,449	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional assistants provide small group instruction and individually work with student to monitor instruction and student growth
53668	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours and positions to support tiered system of intervention.
3176	Title I Part A: Allocation 4000-4999: Books And Supplies Intervention materials needed to support student learning.

Strategy/Activity 3

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

All Students

Strategy/Activity

Improvement of Instructional Strategies and Materials:
Implement Footsteps2Brilliance in Kindergarten
Implement AR Reading
Language Arts/Math Leadership Team
Weekly Collaboration Opportunities
Grade Level Data Meetings
Alignment of CCSS to CA Benchmark Advance/Bridges Math Curriculum Professional Development

Implementation of District Wide Learning Goals/Strategies (Use of Complete Sentences, Think/Pair/Share, Multiple Response and Random Calling)
Active Participation Strategies
Student Engagement Strategies for Lesson Delivery
Targeted Intervention Program
Conduct SST to Support and Monitor Students
Implement Clear and Specific RTI Procedures
iReady Access

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)
348692	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced.

Strategy/Activity 4

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

All Kindergarten, 1-3 graders identified as needing intervention

Strategy/Activity

Extended Learning Time:
After School Target Tutoring
Kindergarten Full Day
Summer School
After School Education & Safety Program

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)
170088	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries ASES Personnel provide homework support to students. Additional groups created to serve more students.
56204	District Funded

	1000-1999: Certificated Personnel Salaries Teachers provided tutoring opportunities in ELA, Math and iReady to support students identified for interventions. Intervention tutoring groups are monitored and adjusted to best serve all students.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL students and students not meeting standards according to common school assessments

Strategy/Activity

Increased Educational Opportunity:
ELD/ELA Targeted Intervention Program for all ELPAC Levels and Targeted Intervention/Enrichment ELA Small Groups
Teachers Analyze Data and Provide Target Interventions for Students following the SMART Goal Model
Paraeducators Support Teacher Intervention for Small Group or Individualized Support of Student Needs
Reading Specialist provides Tier 2 and 3 Reading Support and Individual Support
Math Specialist provides Tier 2 and 3 Math Support and Individual Support

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)
45,739	Title III 2000-2999: Classified Personnel Salaries Bilingual para-educator provides small group instruction and individually work with student to monitor instruction and student growth.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development and Collaboration:
Grade Level Equivalency Report Cards
i-Ready Consultants and Training Opportunities
Wednesday Collaboration Opportunities
Buy Back/Pre-service Days; Training on Timely Data Analysis
Classified Trainings
Standards and Measures Supporting Learning, Continuous Improvement and Growth

Professional Development Systematic and Ongoing
Data-driven Decision Making Linked to Learning
School Systems Evaluated
Practices of Quality Professional Learning Standards
Teacher Summer Work Day

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)
12155	District Funded 1000-1999: Certificated Personnel Salaries Create time for teacher to collaborate in PLC's to develop plans to help and support students not reaching grade level benchmarks. This time will also be used to find strategies to best implement the supports to help students.

Strategy/Activity 7

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

All Students

Strategy/Activity

Involvement of Staff, Parents and Community (Including Interpretation of Student Assessment Results to Parents)
ELAC, DELAC, SSC, Parent Conferences

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)
3000	District Funded 5900: Communications Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.

Strategy/Activity 8

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

All students

Strategy/Activity

Auxiliary Services for Students and Parents (Including Transition from Preschool, Elementary and Middle School):
Back to School Night/Open House
Summer School
Kinder Camp
Pre-school, Kindergarten and 4th grade Orientations
Coordinate State Standards for Head Start and State Preschools with TK/K Common Core Standards for Kindergarten Readiness
Transitional Preschool/Kindergarten 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)
20000	District Funded 1000-1999: Certificated Personnel Salaries Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Colusa County Office of Education Literacy Grant:
Improve BPS Library Selection to Engage all Students in Reading
Expanding Accelerated Reader Program

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)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

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.

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.

The 21-22 school year still had significant impact on learning loss. We have made significant the efforts to support the remediation of the learning loss at BPS school site. Ongoing focus on improving our scores and closing the achievement gap will continue to be a priority for our school site. Our staff believes this goal is critical to the development of all students, and our various parent groups (SSC, ELAC, Parent Club) all believe in ongoing improvement.

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

Our district included iReady as a top priority. The implementation of iReady is continuous with ongoing trainings throughout the year. The program serves as our district data collection tool, individualized lessons for targeted instruction, and has targeted class lessons. We are able to monitor growth and attain data for both ELA ad Math for individual students, classes, grade level, and site level.

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.

Through the use of i-ready data, we have utilized multiple data points to create tiered intervention in both reading and math. You can find those changes with the addition of math support position and full implementation of Really Great Reading program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Welcoming Environment and School Connectedness

LEA/LCAP Goal

Create safe, welcoming learning environments that support the social emotional development of all students and increase school connectedness among students and families

Goal 2

Improve the atmosphere in our school and the communication between home and school.

Identified Need

Improve atmosphere in our school and improve communication between home and school. Parents play an integral role in supporting our students. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Burchfield Primary School and most importantly in the academic classrooms. Teachers will utilizes the services of our bilingual liaison to translate communication they are sending home as well as the office and Parent Club to advertise community events. We will educate parents and encourage the use of parent square for messaging, posts, and forms. Survey results from parents as well as feedback from ELAC and DELAC meetings were examined and valued in establishing this goal. We will improve in using identified strategies to address social emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	Survey Results and Communication Participation	Request Increases for Electronic Communication

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Ongoing Communication:
Teachers /Parent Interaction at Back To School Night and Parent Conferences to Clearly Communicate Student Achievement, Growth Plan Goals in the Areas of Sight Word Reading, Math Facts, Comprehension and Fluency Reading
Suggestions and Materials Offered to Parents Increasing Parent Support at Home to Strengthen Student Efforts to Meet Benchmark Goals

Parent/Teacher Conferences
Bilingual Weekly Bulletin
Bilingual Classroom Newsletters
Bilingual School Website
Bilingual Parent Handbook
Timely Phone Calls to Parents
Correspondence between School and Families
Parent Square with language options

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)
44495	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual instructional assistants and office clerical help translate monthly newsletters, classroom newsletters, school work, school website, parent handbook, and helps teachers make parent phone calls when needed.

Strategy/Activity 2

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

All Students

Strategy/Activity

Parental Input/Involvement:
Efforts to Seek Parent Input in Decision Making
Retention of Students via SST
Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups
School Site Council
English Learner Advisory Council
Parent Club
Parent Education Evenings
Volunteers
Flexible Meetings
Child Care for Meetings
Interpreters
Information Sent in Home Language
Parent Square private messaging option between all staff and parents

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)
20000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers create a flexible schedule to help interact with parents schedules.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community Events:
Back to School Night
Halloween Parade
December Kindergarten Performance
January First Grade Performance
Spring Performance
Spring Dance
Fall and Spring Book Fairs
Jog-a-Thon
Civic Assembly
911 Remembrance
Recognition Assemblies:Academic-3 trimesters
Open House
Track and Field Day
Fall Festival

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)
10000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers take part in different parent engagement activities. They help plan and schedule the activities with the school administrator, school counselor, and school staff. Teacher also help communicate out the information in their weekly newsletters.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support Parents in Helping their Children at Home:
Encourage Parents to Read to Children Daily
Offer Bilingual books
Assign Homework Encouraging Parents to be Actively Engaged in Homework and Studying Daily
Assign Realistic Amounts of Homework.
Parent Education Nights
Footsteps2Brilliance Parent Night
Provide Parents with Electronic Access to Curriculum and Other Software:Reflex Math, iReady, Benchmark Advance and Footsteps2Brilliance.

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)
15000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers encourage parents to participate on the supplemental curriculum they can do at home. Teachers also utilize supplemental curriculum to help expand with students meeting grade level standards and help support students that need more help.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase School Climate:
Decrease Pupil Suspension Rate
Parent Surveys: Student Achievement, Safety and School Connectedness
Health Clerk Support
Praise Notes Positive Behavioral Expectations: Safety, Respectful, Responsible, Kindness
Cafeteria Incentive: Teachers Review Appropriate Cafeteria Behavior, Importance of Good Manners and Value/Importance of Nutrition
Regularly Teach Students the Core Values and Character Traits of Burchfield Primary School (Peace Builders)
Teach Peace Builder Pledge and Connectedness to the Pledge through Lessons by Counselor
Maintain Open Communication between School and Families
Review of playground rules for consistency

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)
10000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School counselor and teachers will collaborate to recognize students with positive behavior and utilizing good manors in different situation at school. Teachers will communicate to school counselor when students receive praise notes to then be recognized.

Strategy/Activity 6

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

All Students

Strategy/Activity

Social Emotional Development & Support:
Peace Builders
Recognition Assemblies
Incentives for Positive Behavior - Praise Notes
Rules and Norms Clearly Communicated
Clear and Consistent Response for Violations
Timely Responses to Verbal and Emotional Bullying
Conflict Resolution Taught in School (Counselor)
ASES Program
Friendship Groups (Counselor)
Updating BPS Handbook for Clear Expectations and Communication
Suite 360 SEL lessons
Ongoing PD for trauma informed practices
Second Step Program

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)
10000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers and school counselor will collaborate to create different ways to clearly communicate school rules and expectations to parents and families. School counselor will also work with

	school administrator to recognize student for positive behavior and exceeding expectations.

Strategy/Activity 7

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

All Students

Strategy/Activity

Quality of Instruction:
High Expectations for Student Achievement
Increased Rigor in Instruction
All Learning Styles Honored
Learning Linked to "Real Life"
Engaging Materials
Students Engaged and Active Learners
Use of Active Participation Strategies
Use of Praise/Reward
Opportunities for Participation by all Students
Staff Enthusiastic of Tasks to Promote Student Development & Safe Learning Environment
Students Connection to One or More Adults --Students and Staff Sense of Community
Teach Students Peace Builders Pledge
Student Recognition at Regular Assemblies for Positive Behavior and Academic Progress

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)
10000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers utilize PLC time to collaborate on best practices for classroom instruction and lesson delivery.

Strategy/Activity 8

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

All Students

Strategy/Activity

Parent Involvement Opportunities:
ELAC
DELAC
SSC
Parent Club: Additional Outreach by Principal
Parent Volunteering (Classroom, Field Trips, Book Fair, Parent Club Events)

Parent Evenings for: ELA, Math, Homework, Technology Support and Boundaries

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)
10000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers participate in different school based committees and help with parent engagement.

Strategy/Activity 9

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

All Students

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.

Strategy/Activity 10

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

All Students

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.

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.

Parents have indicated appreciation for the Important Dates provided at three various times throughout the year. Parents seem very thankful for the hard work in keeping our website current as well as the addition of our Facebook page to share upcoming events, reminders and celebrating our students. The implementation of Monthly assemblies, art nights, compassion outreach and a Spring Family Dance were all successfully achieved. We look to build on the progress made in the 2021-22 school year.

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

During the 2021-2022 school year, many of our events at school and sponsored through our Parent Club were planned and achieved. With a few modifications with masking and sanitizing, we were able to bring a sense of normalcy with reinstating our parent involvement activities. We worked hard on social emotional learning through the use of Suite 360.

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.

The goal was not changed and efforts to restore our collaborative and engaging culture are being implemented.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase access to, and use of, instructional technology and modern facilities

LEA/LCAP Goal

Engage parents, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning

Goal 3

Expand engagement opportunities for students and parents to foster a well-rounded educational experience.

Identified Need

Developing and fostering a well-rounded educational experience for all students and families is essential for our students at Burchfield Primary School. Creating opportunities for students to engage in activities throughout the day helps encourage parent-teacher communication and connectiveness. These opportunities also foster a well-rounded educational experience for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent engagement	Activity attendance and Parent Survey	Increase in parent and student engagement and increase in teacher and parent positive communication.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We provide music education to all students 60 minutes per week from a highly credentialed specialist.
Exhibit performances for all grade level for parents.
Literacy Grant for families and the library

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)
105000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Having a social and emotional counselor on campus full time

Strategy/Activity 2

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

All Students

Strategy/Activity

Skill building for students:
Peacebuilders
Positive behavior initiative
Praise notes
Assemblies
Cafeteria contest
Counselor Parent Classes – once counselor assesses most useful topics
Compassion Outreach
Creating positive partnerships with local agencies
Skill building opportunity working with elderly
Social skill development with peers

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)
110000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Utilize classified personnel to implement social emotional activities through out the year.

Strategy/Activity 3

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

All Students

Strategy/Activity

Enrichment Activities:
Board Game Club
Continue to build the foundation for this club that started with third graders as an introduction to chess
Expand the offering to other grade levels due to high interest
Check to see if the grant is available to allow the expansion of the club
Positive interaction with CHS students – camp coaches
Basic skill development
Arts incorporated into an activity after the camp
Social skill development
Pond Day to interact with nature and science
Sutter Buttes Hikes in 2nd Grade
Field Trips
Basketball – Shooting Camp
Positive interaction with CHS students – camp coaches
Basic skill development
Arts incorporated into an activity after the camp
Social skill development
Creative Writing Club
Foster a love for creative writing
Social skill development
Advance ELA writing development

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)
100000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries The school counselor will be working with BPS and CHS teachers to coordinate event to help develop positive relationships with CHS and BPS students.

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.

Our instructional aides were able to help teachers with one on one assessments with students, small group instruction, and one on one instruction during the school day. We are successfully engaging in assemblies, Peacebuilder program, and praise notes. We are collaborating with CHS environmental science club, the CHS art club for art nights, and CHS athletics for local camps.

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 the school year evolved we were able to provide different learning opportunities for students. Both parents and students were pleased to engage in community events, field trips, and performances. We were able to hire yard duty and instructional assistance to help with small group instruction, classroom supervision, and playground supervision. This helped teachers utilize classroom instruction with students with their instructional assistance. Our reading specialist, math specialist, and ELD specialist is also able to provide targeted intervention to students. The reinstatement of events and activities following the lockdown from covid-19 occurred 2021-22 and will continue to expand in 2022-2023.

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

We plan to continue this collaboration to expand opportunities for student activities.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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)

All students

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)

Strategy/Activity 2

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)

Strategy/Activity 3

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)

Strategy/Activity 4

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)

Strategy/Activity 5

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.

Goal Subject

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 6

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)

Strategy/Activity 7

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	$128,076.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,401,789.00

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 Part A: Allocation	$109,211.00
Title III	$45,739.00

Subtotal of additional federal funds included for this school: $154,950.00

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 ($)
After School and Education Safety (ASES)	$170,088.00
District Funded	$91,359.00
LCFF - Supplemental	$985,392.00

Subtotal of state or local funds included for this school: $1,246,839.00

Total of federal, state, and/or local funds for this school: $1,401,789.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	109,211.00	0.00
Title III	45,739.00	0.00
District Funded	91,359.00	0.00
After School and Education Safety (ASES)	170,088.00	0.00
LCFF - Supplemental	985,392.00	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	170,088.00
District Funded	91,359.00
LCFF - Supplemental	985,392.00
Title I Part A: Allocation	109,211.00
Title III	45,739.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	948,174.00
2000-2999: Classified Personnel Salaries	447,439.00
4000-4999: Books And Supplies	3,176.00
5900: Communications	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	170,088.00
1000-1999: Certificated Personnel Salaries	District Funded	88,359.00
5900: Communications	District Funded	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	777,229.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	208,163.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	82,586.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	23,449.00
4000-4999: Books And Supplies	Title I Part A: Allocation	3,176.00
2000-2999: Classified Personnel Salaries	Title III	45,739.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	957,294.00
Goal 2	129,495.00
Goal 3	315,000.00

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

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Victoria Wilson	Principal
Melissa Slocum	Classroom Teacher
Kimbery Turner	Classroom Teacher
Irma Leal	Other School Staff
Valorie Ingebretsen	Other School Staff
Seyah Baird	Parent or Community Member
Deedee Cardoza	Parent or Community Member
Brenda Ramirez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2-9-22.

Attested:

	Principal, Victoria Wilson on 11-30-2022
	SSC Chairperson, Melissa Slocum on 12-5-2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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