

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buckeye School of the Arts (BSA)	45-75267-6050090	September 2024	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Buckeye School of the Arts (BSA) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Targeted Support and Improvement
Additional Targeted Support and Improvement
The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	14
California School Dashboard	19
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	36
Goal 3.....	39
Goal 4.....	42
Goal 5.....	45
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	50
Expenditures by Goal.....	50
School Site Council Membership	52
Recommendations and Assurances	53
Instructions.....	54
Appendix A: Plan Requirements	61
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	64
Appendix C: Select State and Federal Programs	67

Plan Description

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

This plan is being used by Buckeye School of the Arts (BSA) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Targeted Support and Improvement

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes.

GWUSD is committed to raising the bar and closing learning gaps for all students. As a result, goal 1 for the LCAP is Student Achievement with multiple actions to increase the number of students who demonstrate proficiency in English language arts, math, science, and English acquisition. The other goals include Student Experience, Collaborative Communication, Workforce Development, and facilities optimization which all impact student achievement and engagement in learning. BSA will continue to use the PLC process of teacher collaboration around student data to improve instruction, identify students with gaps in learning, and to provide interventions for students as necessary. A focus on providing support for student behavior and attendance to reduce missed instructional time will also continue as part of SPSA goal 3. The BSA SPSA is organized around our district LCAP goals. It includes action items funded by both supplemental and concentration and Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the District's initiatives and spending into the LCAP goals, the district can ensure that these activities funded from various state and federal sources are not duplicated and support common outcomes.

Educational Partner Involvement

How, when, and with whom did Buckeye School of the Arts (BSA) 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 is comprised of parents and staff who work to develop a plan that will best meet the needs of all students at Buckeye School of the Arts to reach their academic potential. Input for the current plan was gathered from the site council, parental input, the BSA ELAC committee, PLC team leads who represent the certificated staff on campus, and the students. Information was gathered from academic, attendance, and behavioral data, survey results from the spring of 2024 where parents, staff, and students offered information and through the spring and fall meetings where input and feedback from stakeholders were solicited.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Data from reports provided by the state were examined to identify/describe any disparities. One area was ineffective/inexperienced teachers or teachers teaching out of field. BSA has 31 teachers and 3 teachers labeled ineffective because they are teaching based on a permit that is not a full teaching credential. 8 teachers are classified as inexperienced as they have two or fewer years of teaching. The previous 3 teachers also fall into this category. HR is working with our teachers labeled ineffective to ensure they complete all requirements to become fully credentialed. Ineffective and Inexperienced teachers are supported by Induction, mentors, an instructional coach, PLC meetings and

the Site Principal. Our School Plan for Student Achievement (SPSA) supports our new and/or still obtaining a credential staff through providing professional development and instructional coaching. They are also supported through the goal 3 which focuses on helping students engage in school and focus on learning in the classroom by School Plan for Student Achievement (SPSA) and Goal 4 that supports English language learners.

BSA has a disproportionate number of students identified for special education Identification based on state expectations of around 10% and BSA having between 20 and 21 percent of our students on an IEP. We will work as a team to fill their gaps especially in the areas of reading and math where gaps were seen between the students with an IEP and students not on an IEP. One of the interventions was Ignite reading which provided one-on-one reading tutoring for students showing a gap in reading skills. We are also addressing the gaps in our PLC meetings and with evidence based intervention programs such as Lexia. Afterschool tutoring also assists in closing the gap which is part of the SPSA.

BSA has a significant number of students who need basic skill instruction in math and reading. A review of CAASPP academic data for 2023, 3rd-8th grade showed students are in need basic skills in reading and are in need of basic skills in math to reach grade level proficiency. The high number of students in need of intervention is the root cause of the need to increase the impact of Tier I instruction. BSA teachers have been working collaboratively to address the skills gap to provide intervention and additional supports to students who are missing basic skills so that the gap will close and not get wider. This area is addressed in goals 1,2, and 3 of the SPSA,

Suspension Rate continues to be a concern based on the data. Information gathered from stakeholders and data is being used to create a system to address student behaviors without suspension when at all possible in the 24-25 school year. Students being on campus will better support their learning both academically and socially as well as having counselor support.

BSA has a large number of students with Chronic Absenteeism for all subgroups. The school has been addressing this through parent meetings, communication, counseling support, student engagement and addressing basic skill gaps hindering student learning. This is area where the school constantly is in the process of gathering and reviewing information to determine how to continue to address this issue. Chronic absenteeism is defined as students that missed 10% or more of the school year (this includes excused and unexcused absences). Chronic Absenteeism continues to decrease with interventions being put in place, but remains high.

All students have access to a rigorous, standards-aligned curriculum. Instruction is provided by classroom teachers and trained paraprofessionals using evidence-based intervention materials. BSA students who had significant gaps in reading skills received SIPPS reading instructions and reading instruction through paraprofessionals and the reading intervention teacher. Students with IEPs requiring small groups settings for learning also have received the Soliday Reading program. SEL instruction provided regularly for all BSA students. Counselors assist with the SEL curriculum and with guidance lessons to address specific topics. BSA has two full-time school counselors who support students daily.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Math Overall - Orange Subgroups - Students with disabilities - Red; Hispanic - Orange

ELA Overall - yellow Subgroups - Students with Disabilities - Red

Chronic Absenteeism - English Learners, Hispanic, Two or more races - Orange

Conditions and Climate - English Learners - Red

Both subgroup data and overall data indicate a need to continue with the current plan and the PLC work and interventions that have been implemented to continue closing learning gaps for ELA and math. Work being done with attendance and behavior support needs to continue as progress is being made, but subgroups like our English learners need continued support. Goal 4 will be evaluated when growth data for the ELPAC is released from the state.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Conditions and Climate - English Learners are 2 levels below All students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Discipline referral data gathered from local data and attendance data on chronic absenteeism from our SIS system indicate these areas are improving, and continue to need to be addressed to increase attendance and decrease missed instruction.



School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Buckeye School of the Arts (BSA). Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	4.24%	4.72%	5.10%	21	21	23
African American	2.83%	1.57%	1.77%	14	7	8
Asian	4.85%	5.62%	5.10%	24	25	23
Filipino	0.20%	0.45%	0.67%	1	2	3
Hispanic/Latino	22.02%	20%	22.17%	109	89	100
Pacific Islander	0%	0%	%		0	
White	58.79%	59.1%	57.43%	291	263	259
Multiple/No Response	5.86%	7.64%	7.10%	29	34	32
Total Enrollment				495	445	451

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	65	57	46
Grade 1	46	50	34
Grade 2	47	37	50
Grade3	64	52	44
Grade 4	53	54	49
Grade 5	51	46	54
Grade 6	64	56	55
Grade 7	43	49	52
Grade 8	62	44	47
Total Enrollment	495	445	451

Conclusions based on this data:

- BSA has seen a decrease in enrollment from 22-23, but an increase in enrollment of 6 students from 23-24

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	26	28	24	4.70%	5.3%	5.3%
Fluent English Proficient (FEP)	26	26	24	3.70%	5.3%	5.3%
Reclassified Fluent English Proficient (RFEP)				4.2%		

Conclusions based on this data:

1. The number of EL students decreased by 4 from 22-23
2. Proficiency scores have increased by 1.6% since 21-22.
3. Reclassifications need to be a focus as no students were reclassified the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	62	54	49	61	53	49	61	53	87.5	98.4	98.1
Grade 4	53	47	49	48	47	49	48	47	49	90.6	100.0	100.0
Grade 5	67	49	48	56	44	46	56	44	46	83.6	89.8	95.8
Grade 6	54	58	55	43	53	55	43	53	55	79.6	91.4	100.0
Grade 7	74	43	47	50	43	45	50	43	45	67.6	100.0	95.7
Grade 8	53	53	44	36	50	43	36	50	43	67.9	94.3	97.7
All Grades	357	312	297	282	298	291	282	298	291	79.0	95.5	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2368.	2352.	2343.	8.16	6.56	1.89	14.29	11.48	16.98	22.45	26.23	18.87	55.10	55.74	62.26
Grade 4	2379.	2427.	2420.	4.17	12.77	8.16	12.50	14.89	20.41	20.83	29.79	24.49	62.50	42.55	46.94
Grade 5	2436.	2453.	2475.	3.57	9.09	17.39	19.64	27.27	26.09	23.21	11.36	19.57	53.57	52.27	36.96
Grade 6	2485.	2459.	2468.	4.65	5.66	3.64	23.26	16.98	23.64	46.51	32.08	27.27	25.58	45.28	45.45
Grade 7	2527.	2489.	2481.	12.00	0.00	6.67	30.00	32.56	15.56	24.00	20.93	28.89	34.00	46.51	48.89
Grade 8	2540.	2507.	2516.	11.11	4.00	4.65	38.89	22.00	20.93	16.67	28.00	32.56	33.33	46.00	41.86
All Grades	N/A	N/A	N/A	7.09	6.38	6.87	22.34	20.13	20.62	25.53	25.17	25.09	45.04	48.32	47.42

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.16	6.56	5.66	53.06	52.46	54.72	38.78	40.98	39.62
Grade 4	4.17	19.15	2.04	60.42	46.81	67.35	35.42	34.04	30.61
Grade 5	8.93	6.82	13.04	50.00	65.91	65.22	41.07	27.27	21.74
Grade 6	4.65	1.89	10.91	53.49	50.94	38.18	41.86	47.17	50.91
Grade 7	14.00	2.33	4.44	50.00	60.47	68.89	36.00	37.21	26.67
Grade 8	22.22	8.00	6.98	44.44	46.00	58.14	33.33	46.00	34.88
All Grades	9.93	7.38	7.22	52.13	53.36	58.08	37.94	39.26	34.71

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.08	6.56	0.00	40.82	37.70	41.51	55.10	55.74	58.49
Grade 4	6.25	4.26	6.12	37.50	61.70	61.22	56.25	34.04	32.65
Grade 5	7.14	6.82	10.87	41.07	43.18	52.17	51.79	50.00	36.96
Grade 6	9.30	9.43	12.73	48.84	39.62	40.00	41.86	50.94	47.27
Grade 7	16.00	6.98	8.89	48.00	55.81	42.22	36.00	37.21	48.89
Grade 8	11.11	8.00	9.30	63.89	52.00	53.49	25.00	40.00	37.21
All Grades	8.87	7.05	7.90	45.74	47.65	48.11	45.39	45.30	43.99

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.04	4.92	7.55	73.47	59.02	66.04	24.49	36.07	26.42
Grade 4	4.17	6.38	6.12	68.75	76.60	75.51	27.08	17.02	18.37
Grade 5	8.93	9.09	8.70	69.64	75.00	78.26	21.43	15.91	13.04
Grade 6	4.65	11.32	1.82	83.72	64.15	70.91	11.63	24.53	27.27
Grade 7	12.00	6.98	8.89	76.00	79.07	64.44	12.00	13.95	26.67
Grade 8	2.78	10.00	2.33	80.56	68.00	76.74	16.67	22.00	20.93
All Grades	6.03	8.05	5.84	74.82	69.46	71.82	19.15	22.48	22.34

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.12	3.28	0.00	71.43	49.18	62.26	22.45	47.54	37.74
Grade 4	4.17	12.77	0.00	60.42	63.83	75.51	35.42	23.40	24.49
Grade 5	3.57	9.09	10.87	57.14	52.27	65.22	39.29	38.64	23.91
Grade 6	11.63	5.66	10.91	65.12	60.38	61.82	23.26	33.96	27.27
Grade 7	12.00	6.98	4.44	76.00	55.81	68.89	12.00	37.21	26.67
Grade 8	13.89	6.00	4.65	69.44	68.00	74.42	16.67	26.00	20.93
All Grades	8.16	7.05	5.15	66.31	58.05	67.70	25.53	34.90	27.15

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Conclusions based on this data:

1. The overall achievement for all ELA students increased to 27.5% which is a 1% gain, but students not meeting standards is a 62.5%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	62	54	49	61	53	49	61	53	87.5	98.4	98.1
Grade 4	53	47	49	48	47	49	48	47	49	90.6	100.0	100.0
Grade 5	67	49	48	55	43	46	55	43	46	82.1	87.8	95.8
Grade 6	53	58	55	43	52	55	43	52	55	81.1	89.7	100.0
Grade 7	74	43	47	51	43	45	51	43	45	68.9	100.0	95.7
Grade 8	53	53	45	35	49	43	35	49	43	66.0	92.5	95.6
All Grades	356	312	298	281	295	291	281	295	291	78.9	94.6	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2369.	2369.	2378.	4.08	6.56	3.77	14.29	19.67	22.64	28.57	22.95	20.75	53.06	50.82	52.83
Grade 4	2401.	2423.	2427.	2.08	2.13	10.20	12.50	14.89	10.20	29.17	36.17	36.73	56.25	46.81	42.86
Grade 5	2414.	2429.	2444.	0.00	4.65	2.17	3.64	11.63	13.04	30.91	18.60	30.43	65.45	65.12	54.35
Grade 6	2473.	2462.	2438.	4.65	7.69	3.64	18.60	11.54	12.73	32.56	28.85	29.09	44.19	51.92	54.55
Grade 7	2505.	2499.	2458.	11.76	4.65	6.67	13.73	25.58	2.22	35.29	23.26	31.11	39.22	46.51	60.00
Grade 8	2538.	2519.	2469.	17.14	12.24	2.33	11.43	16.33	6.98	25.71	26.53	20.93	45.71	44.90	69.77
All Grades	N/A	N/A	N/A	6.05	6.44	4.81	12.10	16.61	11.68	30.60	26.10	28.18	51.25	50.85	55.33

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.08	6.56	5.66	44.90	39.34	39.62	51.02	54.10	54.72
Grade 4	6.25	6.38	10.20	35.42	42.55	42.86	58.33	51.06	46.94
Grade 5	0.00	4.65	2.17	32.73	37.21	43.48	67.27	58.14	54.35
Grade 6	4.65	5.77	5.45	44.19	38.46	40.00	51.16	55.77	54.55
Grade 7	15.69	13.95	8.89	41.18	46.51	22.22	43.14	39.53	68.89
Grade 8	11.43	14.29	0.00	48.57	46.94	44.19	40.00	38.78	55.81
All Grades	6.76	8.47	5.50	40.57	41.69	38.83	52.67	49.83	55.67

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.12	6.56	9.43	38.78	44.26	45.28	55.10	49.18	45.28
Grade 4	4.17	6.38	10.20	43.75	46.81	46.94	52.08	46.81	42.86
Grade 5	0.00	0.00	4.35	41.82	48.84	50.00	58.18	51.16	45.65
Grade 6	2.33	5.77	3.64	51.16	46.15	43.64	46.51	48.08	52.73
Grade 7	3.92	2.33	6.67	68.63	55.81	48.89	27.45	41.86	44.44
Grade 8	17.14	12.24	0.00	62.86	53.06	65.12	20.00	34.69	34.88
All Grades	4.98	5.76	5.84	50.53	48.81	49.48	44.48	45.42	44.67

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.08	9.84	3.77	61.22	50.82	66.04	34.69	39.34	30.19
Grade 4	4.17	6.38	8.16	45.83	51.06	57.14	50.00	42.55	34.69
Grade 5	0.00	4.65	2.17	60.00	58.14	67.39	40.00	37.21	30.43
Grade 6	6.98	1.92	3.64	62.79	55.77	54.55	30.23	42.31	41.82
Grade 7	15.69	6.98	6.67	68.63	55.81	57.78	15.69	37.21	35.56
Grade 8	14.29	6.12	2.33	62.86	75.51	55.81	22.86	18.37	41.86
All Grades	7.12	6.10	4.47	60.14	57.63	59.79	32.74	36.27	35.74

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The overall decrease of students meeting standard to 16.5% reflects a drop of 6.5% continues to reflects significant learning loss.



School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	8	7
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	5	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	5	4	*
6	*	*	*	*	*	*	*	*	*	*	4	4
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										29	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
All Grades	0.00	11.11	24.14	34.48	48.15	41.38	48.28	22.22	20.69	17.24	18.52	13.79	29	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
All Grades	6.90	37.04	51.72	48.28	37.04	17.24	27.59	7.41	20.69	17.24	18.52	10.34	29	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
All Grades	3.45	7.41	6.90	13.79	18.52	31.03	48.28	48.15	44.83	34.48	25.93	17.24	29	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	13.79	40.74	27.59	72.41	48.15	58.62	13.79	11.11	13.79	29	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	7.14	33.33	62.07	67.86	51.85	27.59	25.00	14.81	10.34	28	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	6.90	14.81	13.79	44.83	37.04	58.62	48.28	48.15	27.59	29	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	6.90	22.22	24.14	72.41	62.96	58.62	20.69	14.81	17.24	29	27	29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students scoring a level 4 on the ELPAC increased by 13% and students scoring a level 1 decreased by 3% shows improvement from 21-22 to 23-24.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
445	78	6.3	2
Total Number of Students enrolled in Buckeye School of the Arts (BSA).	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	6.3
Foster Youth	9	2
Homeless	11	2.5
Socioeconomically Disadvantaged	347	78
Students with Disabilities	79	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.6
American Indian	21	4.7
Asian	25	5.6
Filipino	2	0.4
Hispanic	89	20
Two or More Races	34	7.6
White	263	59.1

Conclusions based on this data:

- BSA has a high percentage, 78% of Socioeconomically Disadvantaged students.



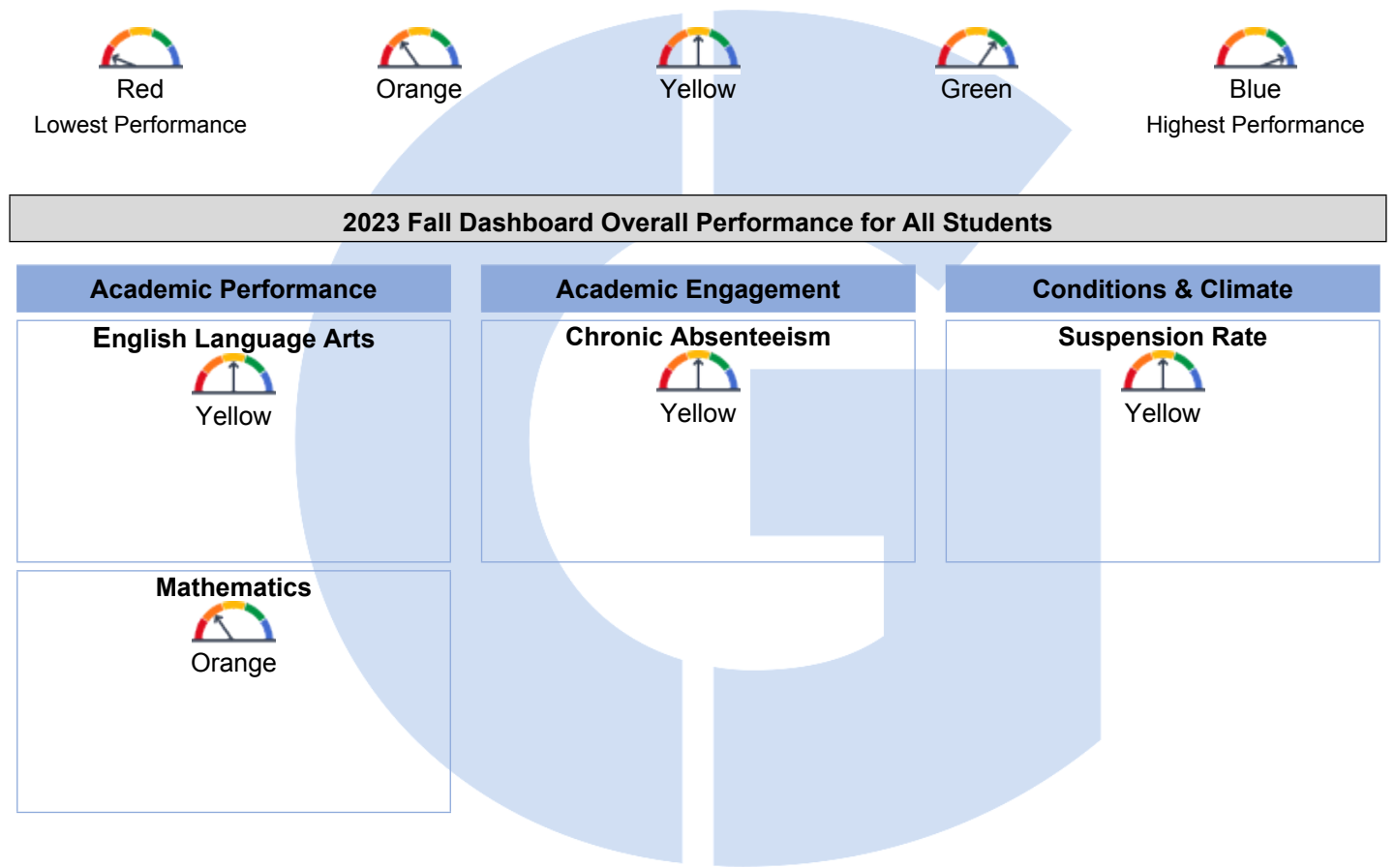
School and Student Performance Data

Overall Performance

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

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

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



Conclusions based on this data:

1. Our focus is to increase the number of students meeting ELA and math standards by 5%. The team will utilize the district's assessment tool (NWEA), IABs, and standard guarantees as our guide for planning instructional goals.
2. Decrease the number of suspensions by 5%

3. BSA needs to continue to monitor chronic absenteeism and utilize SARB process as absenteeism impacts student learning.



School and Student Performance Data

Academic Performance English Language Arts

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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 52.1 points below standard Increased +6.5 points 262 Students	English Learners 58.4 points below standard Increased Significantly +37.6 points 25 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Yellow 56.8 points below standard Increased +4.8 points 208 Students	Students with Disabilities  Orange 121.8 points below standard Increased Significantly +22.6 points 45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American Less than 11 Students 3 Students	American Indian 71.7 points below standard Decreased Significantly - 37.7 points 15 Students	Asian 52.2 points below standard Maintained -0.5 points 17 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 44.8 points below standard Increased +14 points 55 Students	Two or More Races 60.4 points below standard Increased +4.6 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 53.6 points below standard Increased +11.3 points 152 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students 8 Students	Reclassified English Learners 43.6 points below standard 17 Students	English Only 52.3 points below standard Increased +6.8 points 227 Students
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Conclusions based on this data:

- Overall, both ELA increased 6.5 points.
- Due to the low test scores, the district approved the proposal to hire an English intervention teacher. The English Intervention teacher was hired two months before the end of the school year (2021-2022) and was in place for the 2022-2023 and 2023-2024 school year.
- Absenteeism continues to be a concern.

School and Student Performance Data

Academic Performance Mathematics

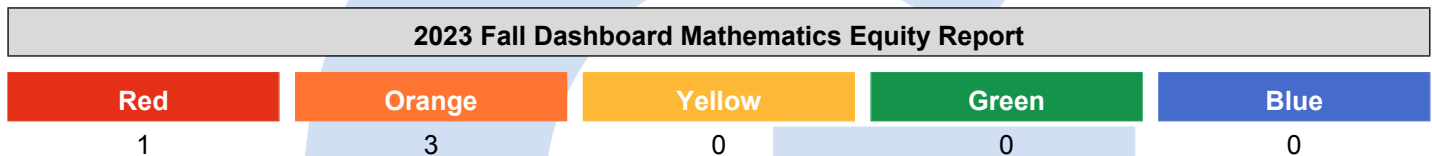
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 83.7 points below standard Decreased -11.5 points 260 Students	English Learners 101.4 points below standard Increased +6.8 points 25 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 90.6 points below standard Decreased Significantly -15.1 points 208 Students	Students with Disabilities Red 154.7 points below standard Decreased -3.2 points 43 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 4 Students	American Indian 92.8 points below standard Increased +5 points 15 Students	Asian 95.8 points below standard Decreased -11.4 points 17 Students	Filipino  No Performance Color 0 Students
Hispanic  79.3 points below standard Decreased -11.6 points 55 Students	Two or More Races 80.8 points below standard Increased Significantly +16.1 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  83.8 points below standard Decreased -11.2 points 151 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students 8 Students	Reclassified English Learners 102.1 points below standard 17 Students	English Only 82.9 points below standard Decreased -11.4 points 225 Students
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Conclusions based on this data:

- Overall math scores decreased by 11.5 pts.
- Absenteeism continues to be a concern due to the impact it has on student learning.

School and Student Performance Data

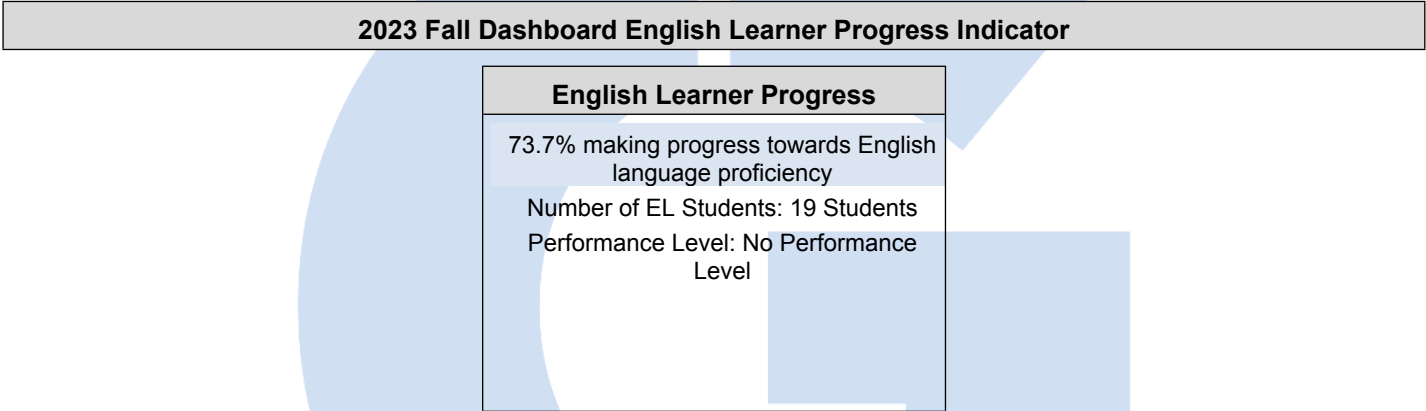
Academic Performance English Learner Progress

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

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	3	0	14

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow 37.7% Chronically Absent Declined Significantly -28.2 501 Students	Orange 31.4% Chronically Absent Declined -22.4 35 Students	27.3% Chronically Absent Declined -26.6 11 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
57.9% Chronically Absent Declined -8.8 19 Students	Yellow 39.4% Chronically Absent Declined Significantly -28.2 416 Students	Orange 38.2% Chronically Absent Declined -29.7 102 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 7 Students	American Indian 43.5% Chronically Absent Declined -27.4 23 Students	Asian 26.7% Chronically Absent Declined -2.5 30 Students	Filipino Less than 11 Students 2 Students
Hispanic  Orange 26.9% Chronically Absent Declined -32.7 108 Students	Two or More Races  Orange 51.2% Chronically Absent Declined -25.7 41 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 40% Chronically Absent Declined Significantly -28.4 290 Students

Conclusions based on this data:

1. Chronic Absenteeism declined by 28.2%
2. Focused efforts on attendance are impacting attendance rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

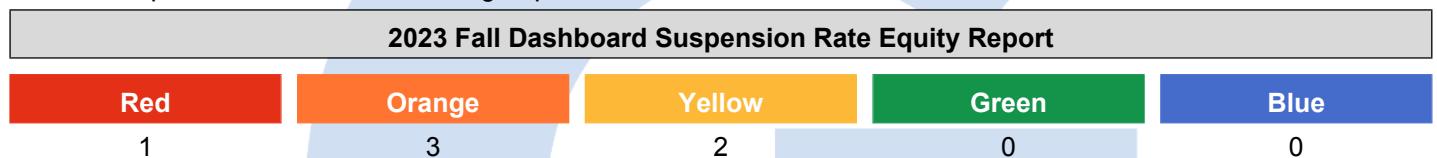
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 9.8% suspended at least one day Declined Significantly -2.8 559 Students	English Learners Red 10.5% suspended at least one day Increased 1 38 Students	Foster Youth 7.7% suspended at least one day Declined -32.3 13 Students
Homeless 14.3% suspended at least one day Declined -7.9 21 Students	Socioeconomically Disadvantaged Yellow 11.1% suspended at least one day Declined Significantly -2.5 467 Students	Students with Disabilities Orange 9.7% suspended at least one day Declined -1.6 113 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 9 Students	American Indian 34.6% suspended at least one day Increased 30.4 26 Students	Asian 12.5% suspended at least one day Increased 4.8 32 Students	Filipino Less than 11 Students 2 Students
Hispanic  Orange 8.7% suspended at least one day Declined -3.1 127 Students	Two or More Races  Orange 15.9% suspended at least one day Declined -3.2 44 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 7.5% suspended at least one day Declined Significantly -5.3 319 Students

Conclusions based on this data:

1. Suspension decreased 2.8% from 21-22 to 22-23.
2. Focus on interventions for behavior including implementing behavior plans has impacted behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement: English Language Arts - Literacy

Buckeye School of the Arts will increase the number of students meeting and/or exceeding standards in the area of ELA by 5% as measured by 2024-2025 CAASPP and NWEA scoring above the 50th percentile based end of the year scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement:

Increase the number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.

1.1 h Support each site's continued implementation of an academic and behavioral intervention plan to address the needs of all students.

1.1c Provide funds to support FTE 1.0 Intervention teacher for K-8.

1.1f Continue to support instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching, and continue to provide additional student support with teachers & paraprofessionals

Goal 6 Equity Multiplier Focused Goal: (BSA and Toyon)

Increase the number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2023 CA Dashboard, all students were -52.1 points from standard. This gap decreased by 6.5 points since 2022 and continued to be impacted by learning gaps post pandemic. Based on recent data, literacy support is critical for all students to reach grade level proficiency. As reading and writing are key foundational concepts for all learning, ELA needs to be a continued focus for both tier 1 instruction and tier 2 interventions. The ELA intervention teacher is a key piece of the system to support students. This continuous improvement effort must be school-wide on both a systematic and systemic level to ensure coherence and equity for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment Results	CAASPP for 22/23 26.3% Met or Exceeded Standards 23/24 data will be added when it is released	The overall percentage of students meeting or exceeding standards will increase by 5% based on end of year CAASPP
NWEA Reading Assessments	Grades 1 to 6 23/24 - 27% scored at the 61st percentile or above on end of year NWEA testing Grades 7 and 8 23/24 - 23% scored at the 61st percentile or above on end of year NWEA testing	The overall percentage of students scoring above the 61st percentile will increase by 5% based on end of year NWEA testing

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Configure levels and support staff to meet needs of Literacy (SIPPS) classes/sessions. Continue with daily SIPPS lessons for students TK-5. All staff involved will be trained in the SIPPS (Results) strategies. Maintain Literacy Support staff level on site. Continue with intervention period for 7th and 8th grade, after school tutoring, and Extended School Year.	All	128914 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries salaries - also includes Activity 1.4 48973 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Salaries 58816 Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Benefits
1.2	All students will have access to the Lexia Reading program (Core 5, Power Up, and Reading Plus). Staff will be trained with Professional Development on how to use the Lexia programs to support students in English Language Arts development.	All	29100 District Funded 5000-5999: Services And Other Operating Expenditures Locally Restricted - Learning Recovery
1.3	Continued use of Box Light TVs (school wide), Box Light document camera, and chromebooks (grades K-8) to improve student performance through more active engagement. -Purchase educational programs to support literacy.	All	15,000 5000-5999: Services And Other Operating Expenditures Technology
1.4	Reading Intervention Classes held for Tier 3 students 2x week grades K-5 and daily grades 6-8. Utilize ELA Intervention teacher.	Low performing students	0 Title I Part A: Basic Grants Low-Income and Neglected see salaries above - POS #1085 50% Title I
1.5	Paraeducator support for students in subgroups of EL and Indian Education (Title 3 and Title 7) for continued academic support/tutoring.	English learners and Native American students	14176 LCFF - Supplemental None Specified Instructional Support extra duty
1.6	Progress Monitor bi-weekly to assess student needs and progress. PLCs meet weekly = Analyze CAASPP/NWEA data to determine students most at risk and essential standards not yet mastered. Data will be shared with staff, and time will be allotted for teams to analyze, brainstorm, and commit to solutions. Continuing developing and implementing our BSA Guarantees- The grade level Guarantees are revised every trimester to meet student mastery of the curriculum.	All but identifying high risk students in areas of academics, behavior, attendance.	0.00 None Specified None Specified Achievement Tracking

	Each grade level team will develop lesson plans and strategies for the re-teaching and reassessment of those California State priority standards not mastered by students at that grade level. Provide Professional Development to support best teaching practices in reading instruction An Instructional Coach will support teachers and paraprofessionals.		
1.7	Supplemental supports to support classroom ELA instruction across classrooms.	All	1,038 4000-4999: Books And Supplies 8962 4000-4999: Books And Supplies
1.8	Professional Development in English Language Arts instructional strategies and PLC operations to enhance student learning.	All	2500 5000-5999: Services And Other Operating Expenditures Professional Development - various funding sources 6515 Unrestricted 5000-5999: Services And Other Operating Expenditures
1.9	Use of state Digital Library and CAASPP Interim assessment for progress monitoring	All	0.00 None Specified None Specified support for continued ELA achievement

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers met in their PLC groups weekly to discuss data and curriculum based on state standards. Student progress was monitored and interventions were put in place to close gaps which included reading groups, intervention time and afterschool tutoring. Overall the goal was not met as the number of students meeting or exceeding standards dropped slightly.

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

The plan was implemented as written

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.

For 2024-25 the literacy goal was split into two goals to specifically address students who need tier II and tier III services to close their gaps in literacy. The goal will also be an expectation of a 5% increase in students meeting or exceeding standards school wide



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Buckeye School of the Arts will increase the number of students meeting and/or exceeding standards in the area of math by 5% as measured by 2024-2025 CAASPP and NWEA end of the year scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement:

Increase the number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.

1.1 h Support each site's continued implementation of an academic and behavioral intervention plan to address the needs of all students.

1.1c Provide funds to support FTE 1.0 Intervention teacher for K-8.

1.1f Continue to support instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching, and continue to provide additional student support with teachers & paraprofessionals

Goal 6 Equity Multiplier Focused Goal: (BSA and Toyon)

Increase the number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2023 CA Dashboard, all students were -83.7 points from standard. This gap increased by 11.5 points since 2022 and continued to be impacted by learning gaps post pandemic. Based on recent data, math support is critical for all students to reach grade level proficiency. As math foundational skills are critical to academic success, Math needs to be a continued focus for both tier 1 instruction and tier 2 interventions. Paraprofessionals supporting math intervention and computer assisted math interventions to close gaps are key pieces of the system to support students. This continuous improvement effort must be school-wide on both a systematic and systemic level to ensure coherence and equity for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH Assessment Results	CAASPP for 22/23 15.5% Met or Exceeded Standards 23/24 data will be added when it is released	The overall percentage of students meeting or exceeding standards will increase by 5% based on end of year CAASPP
2023-2024 NWEA assessment results	Grades 1 to 6 23/24 - 35% scored at the 61st percentile or above on end of year NWEA testing Grades 7 and 8 23/24 - 16% scored at the 61st percentile or above on end of year NWEA testing	The overall percentage of students scoring above the 61st percentile will increase by 5% based on end of year NWEA testing

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Math instruction will be supported by computer based applications to provide targeted interventions and enrichment for students.	All	5700 5000-5999: Services And Other Operating Expenditures software program
2.2	Teachers and paraprofessionals will be supported by district Instructional Coach	All	45245 District Funded POS# 988 15120 District Funded 3000-3999: Employee Benefits
2.3	Weekly Progress Monitoring and the implementation of math support for students who after analyzing CAASPP/NWEA data have not mastered the essential/guarantee standards. Data will be shared with staff and time will be allotted for teams to analyze, brainstorm, and commit to solutions. Lesson plans and strategies will be developed by each grade level team for the re-teaching and reassessment of those California State priority standards not mastered by students at that grade level.	low performing students	0.00 None Specified None Specified progress monitoring and intervention
2.4	Provide Professional Development to support best teaching practices in math instruction.	All	2500 5000-5999: Services And Other Operating Expenditures CPM training/Next Generation Math Training see PD for goal 1
2.5	Use of state Digital Library and CAASPP IAB/FIAB for progress monitoring	All	0.00 None Specified None Specified Supplemental support and tracking
2.6		all	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers met in their PLC groups weekly to discuss data and curriculum based on state standards. Student progress was monitored and interventions were put in place to close gaps which included small groups, computer based math instruction, intervention time and afterschool tutoring. Overall the goal was met as the goal was a 2% increase in students meeting or exceeding standards.

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

The plan was implemented as written.

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 will remain the same except for an increase in expectation of a 5% increase in students meeting or exceeding standards school wide and with changes being made to the computer programs that will be used based on teacher feedback from PLC meetings and student progress data.



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Experience: Attendance and Discipline

By the end of the 2024-2025 school year, discipline referrals will decrease by 5% or more and suspensions will decrease by 5% or more from the 2022-2023 percentage. The number of students who are Chronically Absent will decrease by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Student Experience:

2.11 Implement Positive Behavior Interventions and Supports (PBIS) at all schools to support Foster Youth, low-income, English Learner students; as well as American Indian (Native Americans), Hispanic and Students with Disabilities--which have been identified as Low-performing Student Groups.

Goal 6 Equity Multiplier Focused Goal: (BSA and Toyon)

Increase attendance rates & decrease the number of student suspensions and truancy rates.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reducing discipline referrals and incidents continue to need improvement based on dashboard indicators. Improvements have been made in this area, but improvement is still needed. Chronic Absenteeism is also an area that continues to need improvement especially for several sub groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES 2023-24 overall attendance	22-23 Attendance 90.73% 23-24 Attendance 91.51%	Increase overall attendance by 1% 2024-2025
AERIES discipline data. (suspensions)	22-23 Suspensions 9.8% based on CAASPP Dashboard 23-24 Suspensions 8% based on Aeries data	Reduce suspensions by 1%
A2A Chronic Absenteeism	22-23 - 37% 23-24 - 33.84%	Continue to reduce Chronic Absenteeism by 3%
Parent involvement/engagement	Baseline year	Provide baseline data for overall parent involvement and engagement

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff will communicate regarding attendance issues. a. Administration and school registrar will meet regularly to discuss excessive and truant absent and tardy issues. b. Teachers will be notified of students with three or more consecutive absences and students that reach five and ten tardies in the school year. c. Letters will be sent to students with excessive excused and unexcused absences using the A2A program d. Addition of admin phone contact of chronic absentees and those at risk for chronic absenteeism	All	4900.00 General Fund 0001-0999: Unrestricted: Locally Defined Attendance - A2A
3.2	Parents will be contacted by Buckeye School of the Arts staff when students are absent from school for an excessive amount of time. a. Administration or designee will make a phone call to parents of students receiving a second excessive absence or truancy letter. A2A generated letters will be mailed out for truancy and chronic absences. A conference will be scheduled when students reach a level of concern per A2A documentation.	All	10505 LCFF - Supplemental 2000-2999: Classified Personnel Salaries attendance see action 1 POS 281 2.1j 6394 LCFF - Supplemental 3000-3999: Employee Benefits 2.1j
3.3	Develop and implement plan to effectively communicate with the community and parents to increase involvement at BSA. Use of automated phone system. School website will be kept updated with important information Hold a Title 1 Information night in combination with another event to increase attendance.	All	1500 Title I Part A: Parent Involvement Parent Involvement/Culture building
3.4	Positive behavior interventions will continue to be implemented and developed to address student skill gaps that prevent students from making proper choices in situations that lead to discipline.	All	2500 LCFF - Supplemental 4000-4999: Books And Supplies Discipline/Culture/Student Engagement 1.1e
3.5	Staff will revise and initiate a character development program that can be implemented universally throughout the school. a. Staff will universally present character trait education at Buckeye School of the Arts. b. Students will be recognized for positive behavior and grades.	All	2000.00 LCFF - Supplemental 4000-4999: Books And Supplies PBIS Incentive Program/Attendance Awards 2.1

3.6	Staff will review discipline data. Teachers and support staff will review discipline data regularly.	All	500.00 LCFF 4000-4999: Books And Supplies Discipline/School Culture
3.7	Continue to provide and increase family involvement/engagement opportunities and support that involvement through childcare, positive messaging and student incentives to involve their families.	All	Title I Part A: Parent Involvement
3.10			
3.13			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall the goal was implemented as written and a decrease in suspensions of 1.8%, an increase of attendance overall by .78%, and a decrease in chronic absenteeism by 3.16% means the goal was partially met.

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

No major differences between the plan and implementation

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.

A parent involvement/engagement strategy will be added to boost parent involvement at BSA which has been shown to improve attendance, behaviors and academic performance of students. This will be the baseline year we will use to determine future goals for improvement for parent involvement./engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement: English Language Development

For 2024-25, English Language Learners at Buckeye School of the Arts (BSA) will make progress towards English proficiency as measured by the ELPAC. 85% of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification in 2024-2025 on the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement:

Increase the number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science. Improve the academic proficiency of English Learner pupils.

1.1 h Support each site's continued implementation of an academic and behavioral intervention plan to address the needs of all students.

1.5a Provide continued services for English Learner pupils in grades TK-12. EL students need additional support in order to develop their academic skills. The additional support will be provided by a certificated teacher as the coordinator of the EL program and 2 paraprofessionals working to support the five school sites.

1.5b Provide English Learner state-approved supplemental instructional materials.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the CA Dashboard data, English Learner progress showed 73.7% of students were making progress towards English language proficiency in 2023 as measured by progress made on the ELPAC Summative test, A decline of 7.6% from 2022. English language learners continue to need additional support and resources to be able to access grade level curriculum with their peers. In addition to the support students receive from the EL paraprofessional, it is essential that students are supported across all curricular areas and receive Designated-ELD instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners are not scoring as well on the CAASPP testing as their English speaking peers. Annual ELPAC assessments as well as formative assessments such as reading data and monitoring of progress in English Language Development groups using the District Assessments and authentic assessments such as writing samples and classwork. Scores /Local Indicator-CAASPP	The 2023 ELPAC reports showed that 73.7% of BSA's English Learners made progress towards English proficiency. The English Learner who progressed to another ELPI level = 73.7%, English Learners who maintained ELPI levels = 15.8%, English Learners who decreased at least one ELPI levels = 10.5%. In 2022-2023, BSA had 29 English Language Learners. All 29 English Learners received targeted instruction. BSA's Long term ELL are struggling with reading and writing proficiency based on ELPAC scores.	Increase in the number of EL students reclassified

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The BSA ELD Coordinator will provide staff development, coaching, curriculum development, and direct instructional support in the new ELD Standards. An English Learner Para-educator will assist in the planning and implementation of EL instruction. This will be done by pushing into classrooms, and pulling students out for small group instruction.	All ELL students	1000 LCFF - Supplemental 4000-4999: Books And Supplies ELL Supplies 1.5b 14176 ELL Teacher support POS 988

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Plan was implemented as written. 2024-2025 Data will be updated and the determination of whether the goal was met will be made when the ELPAC results are released to the dashboard.

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

no differences

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.

No changes will be made at this time.



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement: English Language Arts

BSA will reduce the number of students needing tier II and tier III services in the area of literacy by 5% based on year end data from CAASPP scores and NWEA scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement:

Increase the number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.

1.1 h Support each site's continued implementation of an academic and behavioral intervention plan to address the needs of all students.

1.1c Provide funds to support FTE 1.0 Intervention teacher for K-8.

1.1f Continue to support instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching, and continue to provide additional student support with teachers & paraprofessionals

Goal 6 Equity Multiplier Focused Goal: (BSA and Toyon)

Increase the number of students who demonstrate proficiency in English Language Arts, Mathematics, & Science.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2023 CA Dashboard, all students were -52.1 points from standard. This gap decreased by 6.5 points since 2022 and continued to be impacted by learning gaps post pandemic. Based on recent data, literacy support is critical for all students to reach grade level proficiency. As reading and writing are key foundational concepts for all learning, ELA needs to be a continued focus for both tier 1 instruction and tier 2 interventions. The ELA intervention teacher is a key piece of the system to support students. This continuous improvement effort must be school-wide on both a systematic and systemic level to ensure coherence and equity for all students. A significant number of students are below standard and need additional services to close the literacy gaps.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment Results 22-23	Number of students needing intervention services based on CAASPP level 1 - 23/24 161 3-8 23/24	Students at level 1 not meeting standards on CAASPP will decrease by 5% on the 24-25 CAASPP assessment.
NWEA Reading Assessments	Grades 1 to 6 23/24 - 49% scored below the 41st percentile on end of year NWEA testing Grades 7 and 8 23/24 - 62% scored below the 41st percentile on end of year NWEA testing	Students scoring below the 41st percentile will decrease by 5% in their NWEA end of year assessments.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Configure levels and support staff to meet needs of Literacy (SIPPS) classes/sessions. Continue with daily SIPPS lessons for students TK-5. All staff involved will be trained in the SIPPS (Results) strategies. Maintain Literacy Support staff level on site. Continue with intervention period for 7th and 8th grade, after school tutoring, and Extended School Year.	Students needing Tier II and Tier III services	48563 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries LCFF Equity Multiplier
5.2	Reading Intervention Classes held for Tier 3 students 2x week grades K-5 and daily grades 6-8. Utilize ELA Intervention teacher.	Students needing Tier II and Tier III Services	45684 LCFF - Supplemental 2000-2999: Classified Personnel Salaries LCFF Equity Multiplier
5.3	Progress Monitor students receiving Tier II and Tier III services bi-weekly. PLCs meet weekly = Analyze CAASPP/NWEA data to determine students most at risk and essential standards not yet mastered. Data will be shared with staff, and time will be allotted for teams to analyze, brainstorm, and commit to solutions. Each grade level team will develop lesson plans and strategies for the re-teaching and reassessment of those California State priority standards not mastered by students at that grade level. Provide Professional Development to support best teaching practices in reading instruction An Instructional Coach will support teachers and paraprofessionals.	Students needing Tier II and Tier III Services	27557 LCFF - Supplemental 2000-2999: Classified Personnel Salaries LCFF Equity Multiplier
5.4	Supplemental supports to support classroom Tier II and Tier III ELA instruction.	Students needing Tier II and Tier III Services	25000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures LCFF Equity Multiplier
5.5	Professional development in Tier II and Tier III best practices and programs	Students needing Tier II and Tier III Services	5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures LCFF Equity Multiplier
5.6	Use of state Digital Library and CAASPP Interim assessment for progress monitoring	Students needing Tier II and Tier III Services	

Annual Review

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

Analysis

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

New goal for 2024-2025

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

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



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$236702
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$577,838.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$236,703.00
Title I Part A: Parent Involvement	\$1,500.00

Subtotal of additional federal funds included for this school: \$238,203.00

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 (\$)
	\$49,876.00
District Funded	\$89,465.00
General Fund	\$4,900.00
LCFF	\$500.00
LCFF - Supplemental	\$188,379.00
None Specified	\$0.00
Unrestricted	\$6,515.00

Subtotal of state or local funds included for this school: \$339,635.00

Total of federal, state, and/or local funds for this school: \$577,838.00

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	412,090	412,090.00
Lottery: Instructional Materials	32,556	32,556.00
After School and Education Safety (ASES)	149,204	149,204.00
Unrestricted	32,556	26,041.00

Expenditures by Funding Source

Funding Source	Amount
	49,876.00
District Funded	89,465.00
General Fund	4,900.00
LCFF	500.00
LCFF - Supplemental	188,379.00
None Specified	0.00
Title I Part A: Basic Grants Low-Income and Neglected	236,703.00
Title I Part A: Parent Involvement	1,500.00
Unrestricted	6,515.00

Expenditures by Budget Reference

Budget Reference	Amount
	60,921.00
0001-0999: Unrestricted: Locally Defined	4,900.00
1000-1999: Certificated Personnel Salaries	177,477.00
2000-2999: Classified Personnel Salaries	132,719.00
3000-3999: Employee Benefits	80,330.00
4000-4999: Books And Supplies	16,000.00
5000-5999: Services And Other Operating Expenditures	91,315.00
None Specified	14,176.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		14,176.00
4000-4999: Books And Supplies		10,000.00
5000-5999: Services And Other Operating Expenditures		25,700.00
	District Funded	45,245.00
3000-3999: Employee Benefits	District Funded	15,120.00
5000-5999: Services And Other Operating Expenditures	District Funded	29,100.00
0001-0999: Unrestricted: Locally Defined	General Fund	4,900.00
4000-4999: Books And Supplies	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,563.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	83,746.00
3000-3999: Employee Benefits	LCFF - Supplemental	6,394.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	30,000.00
None Specified	LCFF - Supplemental	14,176.00
None Specified	None Specified	0.00
	Title I Part A: Basic Grants Low-Income and Neglected	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	128,914.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	48,973.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	58,816.00
	Title I Part A: Parent Involvement	1,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	6,515.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	313,994.00

Goal 2	68,565.00
Goal 3	28,299.00
Goal 4	15,176.00
Goal 5	151,804.00



School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rob Helmbold	Principal
Ariana Clark	Parent or Community Member
Brittany Williams	Other School Staff
	Parent or Community Member
Ryen Adcock	Parent or Community Member
Andrea Jones	Other School Staff
Gail Perkins	Classroom Teacher
Kristin Webster	Classroom Teacher
	Parent or Community Member
Vacant	Classroom Teacher
Katie Laurie	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 Sept 2024.

Attested:

	Principal, Rob Helmbold on 09/03/2024
	SSC Chairperson, Ryen Adcock on 09/03/2024

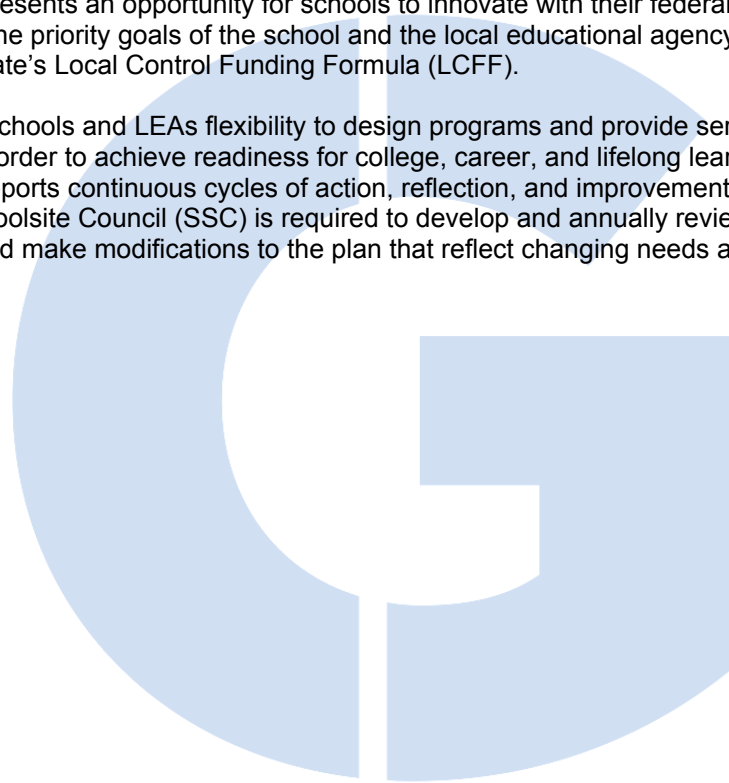
Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.



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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

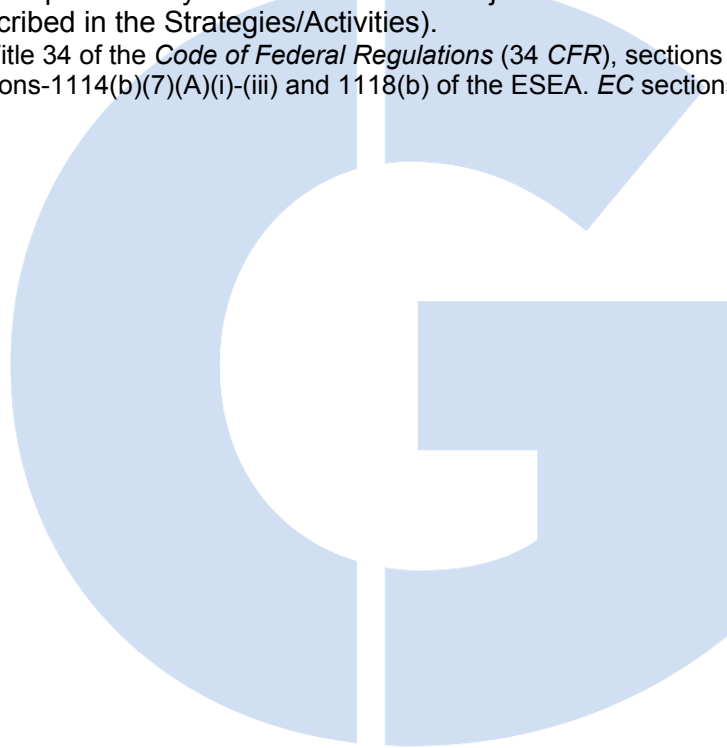
Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.



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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>



Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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