

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buri Buri Elementary School	41690706045041	January 15, 2026	May 7, 2026

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 Buri Buri Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

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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 Buri Buri Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Buri Buri Elementary School plan for student achievement is a one year plan that takes into account how all students are performing academically. SPSA's focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, SPSA's are created to support and align with the district's LCAP. School plan for student achievement is a one year plan that takes into account how all students are performing academically. SPSA's focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, SPSA's are created to support and align with the district's LCAP.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A cycle of review of programs, expenditures, and performance data is made and reflected upon by Site leadership, Site Council, ELAC and teacher leadership teams. Recommendations are made based on need and prioritized in accordance with District LCAP goals. Plans are made based on recommendations and carried out by staff and community. The same leadership teams review and update the plans on Trimesterly basis considering both efficacy of the implementation of the plan and any new data and analysis available.

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.

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.

Buri Buri ES overall performance: English Language Arts (GREEN); Mathematics (GREEN); English Learner Progress (GREEN); Chronic Absenteeism (GREEN); Suspension Rate (BLUE). No indicators were in the RED or ORANGE performance level.

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.

The following student groups were two or more levels below the "All Student" performance:

English Language Arts: All Students (GREEN) - SED (ORANGE);
Mathematics: All Students (GREEN) - SED (ORANGE);
Chronic Absenteeism: All Students (GREEN) - White - (ORANGE)

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Buri Buri Elementary School. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0.35%	0.54%	0.17%	2	3	1
Asian	19.16%	20.00%	20.21%	110	111	118
Filipino	16.55%	17.12%	16.95%	95	95	99
Hispanic/Latino	36.93%	36.40%	37.50%	212	202	219
Pacific Islander	2.26%	1.98%	1.20%	13	11	7
White	13.07%	12.97%	13.18%	75	72	77
Two or More Races	10.8%	10.09%	10.10%	62	56	59
Not Reported	0.87%	0.90%	0.68%	5		4
Total Enrollment				574	555	584

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	105	91	
Grade 1	80	79	
Grade 2	102	83	
Grade3	99	96	
Grade 4	88	97	
Grade 5	100	85	
Total Enrollment	574	555	

Conclusions based on this data:

1. We are the largest Elementary school in the district and are even larger than 2 of our 3 middle schools.
2. We have an enrollment from a very diverse population of cultures, ethnicities, and economic levels and this brings a richness and a complexity that creates unique challenges.

3. Our school population has stabilized and regained 30 students in the past year after losing over 40 students over the previous 3-4 years with the primary loss happening with initial Kindergarten registration being lower and losing students over the COVID years.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	81	76	83	14.1%	13.7%	14.2%
Fluent English Proficient (FEP)	68	60	63	11.8%	10.8%	10.8%

Conclusions based on this data:

1. Recently we have enrolled a larger number of newcomer students from Spanish speaking countries into our upper grades and will support them with our newcomer curriculum.
2. Our number and percentage of ELs fluctuates year to year.
3. We need to look into the lack of data on Reclassified Students.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	97	94	89	97	90	87	97	90	87	100.0	95.7	97.8
Grade 4	87	100	93	86	97	92	86	97	92	98.9	97	98.9
Grade 5	97	84	102	96	84	101	96	84	101	99.0	100	99
All Grades	281	278	284	279	271	280	279	271	280	99.3	97.5	98.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2475.	2465.	2461.	47.42	37.78	37.93	23.71	30.00	25.29	17.53	22.22	24.14	11.34	10.00	12.64
Grade 4	2490.	2495.	2502.	30.23	37.11	32.61	31.40	25.77	31.52	19.77	14.43	18.48	18.60	22.68	17.39
Grade 5	2538.	2519.	2542.	37.50	25.00	35.64	27.08	34.52	31.68	13.54	16.67	17.82	21.88	23.81	14.85
All Grades	N/A	N/A	N/A	38.71	33.58	35.36	27.24	29.89	29.64	16.85	17.71	20.00	17.20	18.82	15.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.24	27.78	26.44	46.39	64.44	65.52	12.37	7.78	8.05
Grade 4	17.44	24.74	29.35	68.60	61.86	65.22	13.95	13.40	5.43
Grade 5	34.38	25.00	32.67	48.96	59.52	56.44	16.67	15.48	10.89
All Grades	31.54	25.83	29.64	54.12	61.99	62.14	14.34	12.18	8.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.99	26.67	18.39	57.73	63.33	70.11	9.28	10.00	11.49
Grade 4	29.07	24.74	22.83	61.63	56.70	60.87	9.30	18.56	16.30
Grade 5	21.88	26.19	26.73	61.46	58.33	59.41	16.67	15.48	13.86
All Grades	27.96	25.83	22.86	60.22	59.41	63.21	11.83	14.76	13.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.65	15.56	18.39	68.04	76.67	68.97	10.31	7.78	12.64
Grade 4	13.95	17.53	14.13	69.77	72.16	77.17	16.28	10.31	8.70
Grade 5	15.63	15.48	18.81	76.04	67.86	74.26	8.33	16.67	6.93
All Grades	17.20	16.24	17.14	71.33	72.32	73.57	11.47	11.44	9.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.96	27.78	26.44	57.73	65.56	65.52	10.31	6.67	8.05
Grade 4	13.95	23.71	25.00	74.42	65.98	68.48	11.63	10.31	6.52
Grade 5	28.13	20.24	28.71	58.33	66.67	59.41	13.54	13.10	11.88
All Grades	25.09	23.99	26.79	63.08	66.05	64.29	11.83	9.96	8.93

Conclusions based on this data:

1. We have a huge majority of our students who are above, at or near the standard in ELA and our scores have improved +3% over the last year and we had 3% fewer students in the Standard Not Met showing an overall positive growth across the school.
2. Writing is now the primary area for focus and improvement, while progress has been made, but still stands out as an area of needed differentiation for student below and above the standard.
3. As the rigor of the test increased and the commensurate achievement of our students decreased.

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.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	97	94	89	97	89	89	97	89	89	100.0	94.7	100
Grade 4	87	100	93	86	96	92	86	96	92	98.9	96	98.9
Grade 5	97	84	102	96	84	102	96	84	102	99.0	100	100
All Grades	281	278	284	279	269	283	279	269	283	99.3	96.8	99.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2477.	2483.	2493.	47.42	42.70	46.07	25.77	32.58	35.96	9.28	12.36	7.87	17.53	12.36	10.11
Grade 4	2498.	2495.	2506.	31.40	31.25	34.78	26.74	29.17	28.26	32.56	22.92	22.83	9.30	16.67	14.13
Grade 5	2535.	2513.	2541.	35.42	23.81	38.24	26.04	20.24	22.55	18.75	29.76	18.63	19.79	26.19	20.59
Grade 11															
All Grades	N/A	N/A	N/A	38.35	32.71	39.58	26.16	27.51	28.62	19.71	21.56	16.61	15.77	18.22	15.19

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45.36	57.30	57.30	42.27	31.46	35.96	12.37	11.24	6.74
Grade 4	41.86	34.38	45.65	41.86	46.88	40.22	16.28	18.75	14.13
Grade 5	41.67	26.19	40.20	41.67	48.81	39.22	16.67	25.00	20.59
Grade 11									
All Grades	43.01	39.41	47.35	41.94	42.38	38.52	15.05	18.22	14.13

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.33	39.33	39.33	38.14	44.94	50.56	17.53	15.73	10.11
Grade 4	25.58	29.17	28.26	53.49	48.96	50.00	20.93	21.88	21.74
Grade 5	25.00	16.67	24.51	57.29	57.14	54.90	17.71	26.19	20.59
All Grades	31.90	28.62	30.39	49.46	50.19	51.94	18.64	21.19	17.67

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.39	29.21	44.94	41.24	60.67	46.07	12.37	10.11	8.99
Grade 4	31.40	33.33	30.43	58.14	50.00	51.09	10.47	16.67	18.48
Grade 5	27.08	19.05	33.33	57.29	61.90	44.12	15.63	19.05	22.55
All Grades	35.13	27.51	36.04	51.97	57.25	47.00	12.90	15.24	16.96

Conclusions based on this data:

1. Our focus on Mathematics has supported our students. We now have a higher % of student at or above the Standard in math than we had pre-pandemic. This is extremely significant and uncommon in the district, county, and state.
2. We have stabilized and now reversed the growth trend for most students but all students have been affected by remote learning for that 1.5 years. We have higher levels of performance now than 2019. and increased +8 % from last year. We increased 8% the number of students above the Standard and lowered by 3 % students who have not yet met the standard.
3. Math is still the area of greatest need for improvement especially in pushing students at or near the standard to achieve above the standard, especially given the huge dip in scores we see in Middle school and high school feeder school mathematics. We do need to continue to deepen our students conceptual understanding to help them make meaning in real world, non-routine applications of complex math.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1477.4	1400.3	1419.3	1471.1	1407.8	1413.1	1492.1	1382.3	1433.4	16	15	12
1	*	*	1445.7	*	*	1430.6	*	*	1460.4	7	10	17
2	1480.8	1478.1	1475.8	1493.1	1483.5	1485.3	1468.2	1472.2	1466.0	17	11	13
3	*	1509.1	*	*	1520.7	*	*	1497.1	*	10	18	10
4	1490.6	1445.5	1519.8	1479.2	1428.5	1518.9	1501.5	1461.9	1520.2	14	11	17
5	1553.9	1519.4	*	1549.7	1526.3	*	1557.6	1511.9	*	14	12	9
All Grades										78	77	78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	0.00	16.67	50.00	40.00	25.00	12.50	40.00	41.67	0.00	20.00	16.67	16	15	12
1	*	*	11.76	*	*	35.29	*	*	23.53	*	*	29.41	*	*	17
2	0.00	18.18	15.38	64.71	45.45	46.15	35.29	18.18	23.08	0.00	18.18	15.38	17	11	13
3	*	11.11	*	*	61.11	*	*	27.78	*	*	0.00	*	*	18	*
4	7.14	9.09	29.41	42.86	27.27	35.29	28.57	18.18	35.29	21.43	45.45	0.00	14	11	17
5	35.71	25.00	*	57.14	33.33	*	7.14	25.00	*	0.00	16.67	*	14	12	*
All Grades	17.95	11.69	15.38	55.13	41.56	33.33	21.79	29.87	34.62	5.13	16.88	16.67	78	77	78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	0.00	16.67	62.50	40.00	16.67	6.25	46.67	41.67	0.00	13.33	25.00	16	15	12
1	*	*	5.88	*	*	29.41	*	*	41.18	*	*	23.53	*	*	17
2	29.41	27.27	30.77	47.06	45.45	38.46	23.53	18.18	15.38	0.00	9.09	15.38	17	11	13
3	*	66.67	*	*	16.67	*	*	16.67	*	*	0.00	*	*	18	*
4	28.57	9.09	41.18	42.86	45.45	58.82	14.29	0.00	0.00	14.29	45.45	0.00	14	11	17
5	64.29	58.33	*	35.71	25.00	*	0.00	8.33	*	0.00	8.33	*	14	12	*
All Grades	34.62	32.47	23.08	48.72	36.36	34.62	12.82	18.18	25.64	3.85	12.99	16.67	78	77	78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	0.00	25.00	24.00	26.67	25.00	40.00	60.00	41.67	16.00	13.33	8.33	25	15	12
1	15.79	*	17.65	36.84	*	29.41	21.05	*	17.65	26.32	*	35.29	19	*	17
2	14.29	9.09	0.00	42.86	54.55	46.15	28.57	9.09	38.46	14.29	27.27	15.38	14	11	13
3	17.39	5.56	*	52.17	27.78	*	21.74	61.11	*	8.70	5.56	*	23	18	*
4	*	9.09	5.88	*	0.00	47.06	*	27.27	35.29	*	63.64	11.76	*	11	17
5	21.43	0.00	*	21.43	25.00	*	42.86	50.00	*	14.29	25.00	*	14	12	*
All Grades	12.82	6.49	8.97	34.62	24.68	35.90	39.74	42.86	30.77	12.82	25.97	24.36	78	77	78

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.50	13.33	16.67	62.50	73.33	75.00	0.00	13.33	8.33	16	15	12
1	*	*	29.41	*	*	58.82	*	*	11.76	*	*	17
2	41.18	27.27	38.46	47.06	63.64	53.85	11.76	9.09	7.69	17	11	13
3	*	33.33	*	*	55.56	*	*	11.11	*	*	18	*
4	21.43	9.09	47.06	50.00	54.55	52.94	28.57	36.36	0.00	14	11	17
5	64.29	16.67	*	35.71	58.33	*	0.00	25.00	*	14	12	*
All Grades	37.18	23.38	31.17	53.85	59.74	57.14	8.97	16.88	11.69	78	77	77

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	0.00	16.67	75.00	66.67	33.33	0.00	33.33	50.00	16	15	12
1	*	*	5.88	*	*	58.82	*	*	35.29	*	*	17
2	64.71	54.55	30.77	35.29	36.36	53.85	0.00	9.09	15.38	17	11	13
3	*	77.78	*	*	22.22	*	*	0.00	*	*	18	*
4	35.71	45.45	47.06	50.00	18.18	52.94	14.29	36.36	0.00	14	11	17
5	100.00	83.33	*	0.00	8.33	*	0.00	8.33	*	14	12	*
All Grades	52.56	46.75	29.49	42.31	37.66	44.87	5.13	15.58	25.64	78	77	78

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	0.00	25.00	68.75	73.33	66.67	0.00	26.67	8.33	16	15	12
1	*	*	41.18	*	*	5.88	*	*	52.94	*	*	17
2	11.76	10.00	0.00	64.71	60.00	84.62	23.53	30.00	15.38	17	10	13
3	*	0.00	*	*	66.67	*	*	33.33	*	*	18	*
4	0.00	0.00	6.25	71.43	36.36	68.75	28.57	63.64	25.00	14	11	16
5	35.71	0.00	*	57.14	66.67	*	7.14	33.33	*	14	12	*
All Grades	17.95	5.26	14.67	62.82	60.53	54.67	19.23	34.21	30.67	78	76	75

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	26.67	58.33	37.50	66.67	25.00	12.50	6.67	16.67	16	15	12
1	*	*	5.88	*	*	70.59	*	*	23.53	*	*	17
2	0.00	9.09	7.69	94.12	63.64	69.23	5.88	27.27	23.08	17	11	13
3	*	5.56	*	*	94.44	*	*	0.00	*	*	18	*
4	21.43	9.09	5.88	57.14	45.45	88.24	21.43	45.45	5.88	14	11	17
5	28.57	8.33	*	57.14	66.67	*	14.29	25.00	*	14	12	*
All Grades	24.36	10.39	14.10	64.10	67.53	69.23	11.54	22.08	16.67	78	77	78

Conclusions based on this data:

1. While the large majority of our ELs are not beginning English speakers, newcomer enrollment is rising and our system of supports are helping ELs achieve and grow toward proficiency.
2. The number of newcomers we are enrolling are increasing and are coming in at all grade levels. Our adoption of a newcomer curriculum is timely.

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3. This test is relatively new and we are learning more about our students each year we assess and analyze the data. We have adopted a new-comer curriculum and we have hopes that it will support our students.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
584	28.9%	14.2%	0.0%
Total Number of Students enrolled in Buri Buri Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	14.2%
Foster Youth	0	0.0%
Homeless	5	0.9%
Socioeconomically Disadvantaged	169	28.9%
Students with Disabilities	97	16.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	0	0.0%
Asian	118	20.2%
Filipino	99	17%
Hispanic	219	37.5%
Two or More Races	59	10.1%
Pacific Islander	7	1.2%
White	77	13.2%

Conclusions based on this data:

- In 4 years, our numbers of Economically disadvantaged students as determined by number of students that qualify for free and reduced lunch has risen from 131 to 170. From 22% to over 28% of the school population.

-
2. We are right to focus efforts on the support and development of our students impacted by being Economically disadvantaged regardless of their ethnicity.

School and Student Performance Data

Overall Performance






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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We need to continue to stress the importance of on time and regular attendance especially for our Econ. Disad. students and under-resourced students.
2. Overall, our site is providing a consistently strong program for our school and where we put additional resources and spend collective focused energy our results improve.

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3. There is room to improve in both ELA and Mathematics for our Multi-Lingual students.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>34.5 points above standard</p> <p>Increased 8.7 points</p> <p>278 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>15 points below standard</p> <p>Increased 23.8 points</p> <p>51 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>19.2 points below standard</p> <p>Declined 20.4 points</p> <p>78 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>36.5 points below standard</p> <p>Increased 23.4 points</p> <p>56 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>59.4 points above standard</p> <p>Increased 8.5 points</p> <p>59 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>53 points above standard</p> <p>Increased 10.6 points</p> <p>44 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3.2 points above standard</p> <p>Maintained 1.8 points</p> <p>107 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>28 points above standard</p> <p>Maintained 1.7 points</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Blue</p> <p>68.6 points above standard</p> <p>Increased 15.7 points</p> <p>38 Students</p>

Conclusions based on this data:

1. While our largest student groups maintained or experienced growth in ELA, we have some student groups that need a more focused support. There is evidence that students who achieve the standard need attention and resources to support their growth, enrichment, and acceleration.
2. With 51/56 of our testing population being English Learners/Students with Disabilities, those groups demonstrated that our supports are significantly helping them grow with a growth of nearly 24 points each.
3. Socially Disadvantaged students demonstrate a need for continued and stronger targeted and systemic academic support.

School and Student Performance Data

Academic Performance Mathematics

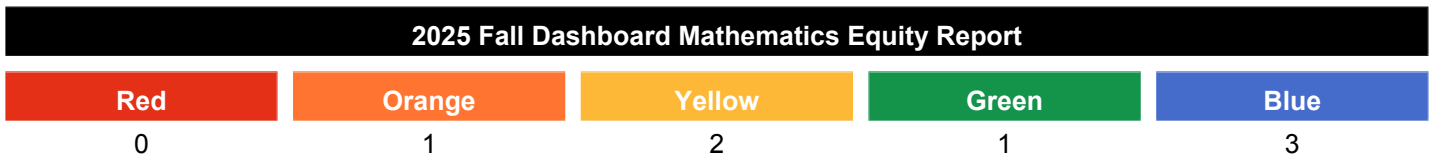
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>29.9 points above standard</p> <p>Increased 14 points</p> <p>283 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>26.6 points below standard</p> <p>Increased 24.3 points</p> <p>56 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>28.5 points below standard</p> <p>Declined 20.5 points</p> <p>83 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>45.9 points below standard</p> <p>Increased 19.4 points</p> <p>56 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>72.6 points above standard</p> <p>Increased 19.2 points</p> <p>59 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>49.6 points above standard</p> <p>Increased 17.1 points</p> <p>45 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.8 points below standard</p> <p>Increased 15.6 points</p> <p>111 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>16.9 points above standard</p> <p>Maintained -0.3 points</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Blue</p> <p>47.2 points above standard</p> <p>Increased 7.2 points</p> <p>38 Students</p>

Conclusions based on this data:

1. Students who come from families that are Socioeconomically Disadvantaged demonstrate that our system needs to continue to focus on Math instruction, engagement and intervention for them.
2. Students who are English learners and Students with Disabilities and progressing well with our Math Intervention and IEP related supports in place.
3. We have increased differentiation/intervention/acceleration supports and have attended to the needs of all students including supporting those student at or above the Standard to our student groups (White, Hispanic, Asian, Filipino) to improve within or above the standards and showing growth respectively. .

School and Student Performance Data

Academic Performance Science

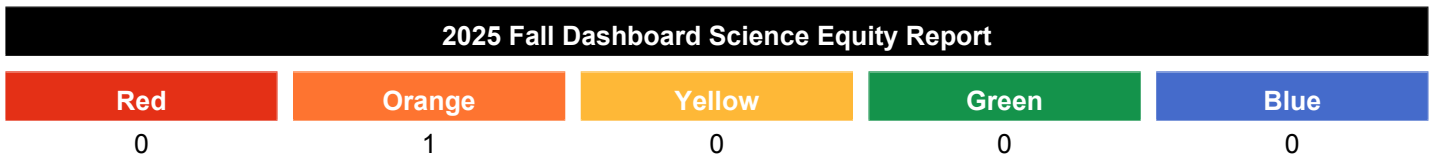
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>60.2 science points</p> <p>Increased 8.2 points</p> <p>103 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>51.5 science points</p> <p>Increased 17.4 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>44.4 science points</p> <p>Declined 3.8 points</p> <p>32 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>39.5 science points</p> <p>Increased 5.1 points</p> <p>19 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>72.6 science points</p> <p>Increased 8.8 points</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>62.6 science points</p> <p>Increased 10.7 points</p> <p>15 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>52.6 science points</p> <p>Increased 9.5 points</p> <p>45 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>68.5 science points</p> <p>15 Students</p>

Conclusions based on this data:

1. Our commitment to Science Instruction and engagement has proven to support strong Overall school achievement gains over that past few years.
2. The school population as a whole improved strongly and each student group has made strong gains over the years.
3. Just this year we saw a small (3.8 pts) dip in Science performance by our Socioeconomically Disadvantaged students which is in keeping with their overall academic performance being weaker this year compared to great growths made the previous year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 46.6 making progress. Number Students: 58 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 15.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 37.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 46.6%

Conclusions based on this data:

1. As the ELPAC data is compared year to year, we will learn more about how our programs need to adjust to support our English learners.
2. Support and close monitoring is needed for our English learners.
3. BBES is outperforming the state by 10% in supporting our English learners in their academics.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">All Students</th> </tr> <tr> <td style="text-align: center;">  Green </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">3.5% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 2.3</td> </tr> <tr> <td style="text-align: center;">592 Students</td> </tr> </table>	All Students	 Green	3.5% Chronically Absent	Declined 2.3	592 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">English Learners</th> </tr> <tr> <td style="text-align: center;">  Green </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">5.4% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 5.1</td> </tr> <tr> <td style="text-align: center;">93 Students</td> </tr> </table>	English Learners	 Green	5.4% Chronically Absent	Declined 5.1	93 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Long-Term English Learners</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	0 Students
All Students															
 Green															
3.5% Chronically Absent															
Declined 2.3															
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Foster Youth</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">0 Students</td> </tr> </table>	Foster Youth	 No Performance Color	0 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Homeless</th> </tr> <tr> <td style="text-align: center;">  No Performance Color </td> </tr> <tr> <td style="text-align: center;">Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td style="text-align: center;">5 Students</td> </tr> </table>	Homeless	 No Performance Color	Fewer than 11 students - No Data for Privacy	5 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Socioeconomically Disadvantaged</th> </tr> <tr> <td style="text-align: center;">  Green </td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">4.2% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">Declined 2.4</td> </tr> <tr> <td style="text-align: center;">190 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Green	4.2% Chronically Absent	Declined 2.4	190 Students	
Foster Youth															
 No Performance Color															
0 Students															
Homeless															
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5 Students															
Socioeconomically Disadvantaged															
 Green															
4.2% Chronically Absent															
Declined 2.4															
190 Students															

<p>Students with Disabilities</p>  <p>Green</p> <p>2.6% Chronically Absent</p> <p>Declined 3.2</p> <p>115 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0.9% Chronically Absent</p> <p>Declined 2.6</p> <p>116 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>1% Chronically Absent</p> <p>Declined 4.2</p> <p>97 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>4.4% Chronically Absent</p> <p>Declined 1.9</p> <p>229 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>3.1% Chronically Absent</p> <p>Declined 5.1</p> <p>64 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>Orange</p> <p>9.1% Chronically Absent</p> <p>Increased 0.8</p> <p>77 Students</p>

Conclusions based on this data:

1. Our school as a whole made great gains in encouraging positive attendance with Chronic absenteeism declining significantly this year. The more regular and positive supports being sent to families is paying off with higher levels of attendance.
2. More work needs to be done on a district and site level to encourage positive attendance patterns. We are working hard to schedule fun and engaging events on days that tend to have high absenteeism.
3. I have some concerns about the validity of these results as our % of Chronic Ab in our District platform is higher than the Dashboard results.

School and Student Performance Data

Conditions & Climate Suspension Rate

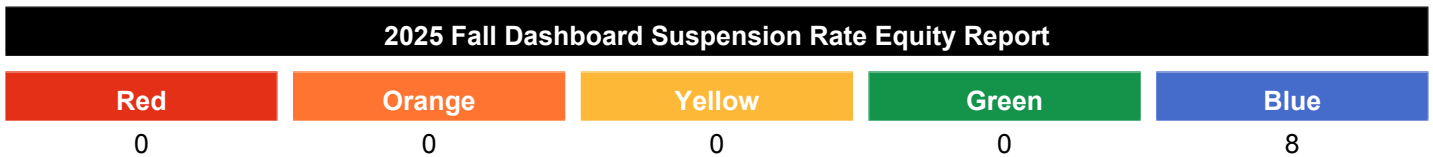
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>598 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>94 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>190 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>117 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>117 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>97 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>232 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>64 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>79 Students</p>

Conclusions based on this data:

1. BBES does a great job intervening in the behavior of the students without suspensions or time out of class with extremely low numbers of suspensions each year.
2. When suspensions do occur Student groups of Students with Disabilities and Socioeconomically Disadvantaged students having a disproportionate representation.
3. Resources and support are needed for tier 2 and 3 students with concerning behaviors, weak regulation, anxiety, and poor socialization skills.

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.

To Support Academic Growth and Socio-Emotional well being for all students.

By June of 2026, Classroom academic achievement data, benchmark assessment data (grades K-5), DIBELS, will reveal growth in all students on the California Common Core Standards in Language Arts and Mathematics. Students receiving Literacy intervention will make more than 1 year of growth toward grade level reading proficiencies. All students will demonstrate growth in Socio-Emotional learning and recapture and reapply prosocial behaviors diminished by the effects of COVID era challenges.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Academic Achievement - The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on Curricular Embedded Assessments, Teacher created Formative Assessments, District interim assessment data and ELPAC/Reclassification data.

Academic Achievement (ELA and Math) - All students will demonstrate growth on teacher created Common formative assessments, curriculum embedded assessments, and district assessments.

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.

All students have experienced on-going challenges due to the Global pandemic era that affect socio-emotional well-being, self-regulation, and academic achievement. These challenges are diverse and varied and have caused great strain on families and students and therefore a heightened effort to differentiate the services and supports is crucial at this time.

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
Literacy Data to be collected and used as a gauge for growth will be the DIBELS BOY/EOY assessment for K (MOY vs EOY) -3.	Grades 1-3 DIBELS - 2025 Beginning of Year Benchmark 25% Below or Well Below the benchmark and 75% At or Above the Benchmark	End of Year in DIBELS for grades 1-3: 10% more At or Above the benchmark meaning 10% less at Below/Well Below the benchmark
SEL Behavioral Data: Number of Office Referrals per year as collected by Principal via Google Forms.	All Office Referrals in TK-5th grade in 22--23 = 60 23-24 = 45 24-25 = 43 25-26 = ??	Reduce the number of office referrals for all students TK-5 by 10% from 45 to 40 or less
For Grades 3- 5 in the Area of Mathematics: CAASPP (SBAC Math)		Increase by 3% the number of students at or above the standard and conversely decreasing by 3% the

scores will be used to determine growth and to set goals/targets		number of students performing in the nearly or below the standard in Mathematics in SBAC math
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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	<p>Action 1: ELA Instruction and assessment: Tier 1</p> <p>Task: Support a system of Curriculum/Assessment and Instruction that is data informed, differentiated and engaging for all students.</p> <p>Teachers will implement the Common Core State Standards for their grade level using high engagement instructional strategies, high interest texts, Wonders textbooks and additional fiction and non-fiction reading material. Additionally, many teachers will utilize Reader's/Writer's Workshop Units and Daily 5 structures and other curriculum support to deliver regular instruction in reading comprehension and writing.</p> <p>Students in grades 1, 2, 3, 4, and 5 will participate in a combination of digital Academic support applications including RAZZ kids, IXL - ELA and Math - Accelerated Reader, completing CCSS-aligned reading and math objectives at their level. English Learners and at-risk students will also participate in Imagine Learning ELA/ELD intervention software program. We will purchase Renaissance, Imagine learning Language and Literacy, and other instructional materials for reading and math instruction support.</p> <p>DIBELS phonics (BPST) and other early literacy assessments will be administered to all student K-3 students and all students in ELA intervention programs. Teachers will be released as needed in order to conduct one-on-one assessments as needed.</p> <p>Teachers will co-create Common Formative Assessments and use that Data to intervene, accelerate and inform ongoing instruction and to monitor the progress of the students. The data analysis and common planning will be done in our 3x weekly collaboration sessions within our grade level teams, led and facilitated by a Instructional Leadership Committee member.</p> <p>BPST/DIBELS foundational skills screenings</p>	All students: Literacy Support, Literacy	<p>2,500 LCAP At-Risk Student Support 4000-4999: Books And Supplies LCAP At Risk 180 Instructional Materials and Supplies including technology to support reading and writing intervention</p> <p>6,000 LCAP At-Risk Student Support 4000-4999: Books And Supplies LCAP At Risk 180 Renaissance License</p> <p>2,500 Site Discretionary 1000-1999: Certificated Personnel Salaries Site Discretionary-070 Substitutes for Literacy assessment</p> <p>553.00 Instructional Media 4000-4999: Books And Supplies Instructional Media-451 Purchase library books</p>
1.2	<p>Action 2: Response to intervention: ELA Tier 2</p> <p>Task:</p>	Tier 2 Students: Students one year or more below grade level in reading.	<p>2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries</p>

<p>Students not meeting grade-level standards in ELA/ELD will be provided Tier 2 support. Our school has developed and cross-trained on two Literacy intervention pathways to target the students needs to the intervention system most designed to meet those needs.</p> <ol style="list-style-type: none"> 1. For students demonstrating instability in their foundational skills, phonemic awareness, and phonics skills would qualify for pathway #1 whereby they receive their Tier 2-3 support via Really Great Reading and or/Spire/Sound Sensible a multi-sensory approach curriculum designed to support students who have dyslexia or have foundational skill weaknesses. 2. For students who have stable foundational skills but have weakness in reading comprehension, inferencing, and metacognition receive support from Leveled Literacy Intervention systems that support students with reading behavior support to strengthen thinking about and learning from reading. <p>The District Literacy Assessments Schedule (DIBELS) will drive the process that will be used to identify struggling students, to set goals for their improvement, plan the intervention system pathway to be used (RGR/UFLI or Spire/Sound Sensible), and track the success of the 8-10 week intervention cycles for exit/entrance or replacement. Data Analysis/Intervention Placement Meetings will be held near the end of each 8-10 week intervention cycle. SSTs will be held 5-6 times a year.</p> <p>Spire/Sound Sensible and/or Really Great Reading interventions will be held in school for students needing intervention in grades 1, 2, 3, 4 and 5: 4-5 times a week for 45 minutes each day. Many students in intervention will also have Imagine Learning supplemental skill-based computer based instruction provided to appropriate groups of students. Grouping will be flexible based on regular assessment data.</p> <p>Supplemental instructional materials for intervention: Imagine Learning licenses, Phonics Leveled books, Purchase, maintain, and utilize Really Great Reading Books/Resources for grades 1-5</p> <p>Substitutes will be paid to release teachers for engagement in SSTs (periodic) and for administering literacy assessments.</p> <p>Measures:</p> <p>Common Formative Assessments: Written, administered, scored and data analyzed by teacher teams. They use that Data to intervene, accelerate and inform ongoing instruction and to monitor the progress of the students. The data analysis and common planning will be done in our 3x weekly collaboration sessions within our grade level</p>		<p>Site Discretionary - 070 Substitutes for SST/504s</p> <p>2,000 Site Discretionary 1000-1999: Certificated Personnel Salaries Site Discretionary - 070 Substitutes for Assessments</p> <p>2,500 Site Discretionary 4000-4999: Books And Supplies Site discretionary -070 Literacy materials to support Intervention and acceleration:</p>
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	<p>teams, led and facilitated by a Instructional Leadership Committee member.</p> <p>BPST/DIBELS supported by Amplify (Beginning Phonics and foundational Skills Test), SPIRE Screening and Placement Assessment</p> <p>Smarter Balanced Assessment Grades 3-5</p>		
1.3	<p>Action 3: Reading intervention: Tier 2 Task: Hire a part-time Reading Specialist paraprofessional who will provide Daily Literacy Intervention alongside our full time Reading Specialist serving students over one grade level behind as assessed by DIBELS and/or SPIRE. This intervention will be systematic, explicit and will allow for multiple opportunities for response. Students will be referred to the reading specialist through the SSFUSD Assessment Calendar based data analysis protocol by our Data Intervention/SST Leadership Team.</p> <p>Measures: DIBELS, Common Standards Based Formative Assessments, RGR/Spire/Sound Sensible screening data and progress monitoring data, RGR data and reading behaviors shared between Intervention teacher, Home room teacher, and parents via Amplify.</p>	Students one year or more below grade level in reading.	<p>30,000 LCAP At-Risk Student Support 2000-2999: Classified Personnel Salaries LCAP 180 Hiring of an additional Literacy Interventionist to support strengthening early literacy development.</p> <p>2,000 EI Support 4000-4999: Books And Supplies EL 123 : Funds to support ELs in Literacy, Learning and engagement in the above programs.</p>
1.4	<p>Action 4: To provide supportive SEL opportunities in engaging academic and social contexts:</p> <p>We have used site funds to increase our YSB counseling capacity from a 2 day a week (paid by SSFUSD) to 3 day a week. This increased capacity supports the Socio-Emotional needs of many more students, many of whom are struggling with death, loss, and trauma.</p> <p>We will conduct 5 Soul Shoppe in person student workshop days with Soul Shoppe trainers and have grade appropriate materials and lessons available for classroom teachers to access and teach. The program will focus on bullying education, self-regulation, building strong peer relations and supporting peaceful conflict resolution. All students will receive instruction and resources developed by and taught by the organization and our staff.</p> <p>All of our teachers have received professional development and implement the PAX/Good Behavior Game curriculum to teach self-regulation skills and to contribute to a positive school climate, on-task behavior, and a productive class environment.</p>	All students : To receive supportive SEL opportunities in engaging academic and social contexts	<p>1,500 Site Discretionary 1000-1999: Certificated Personnel Salaries Site Discretionary- 070 PBIS Team leadership to support SEL and Peaceful Socialization Support through Structured outdoor play</p> <p>9,000 LCAP At-Risk Student Support 5800: Professional/Consulting Services And Operating Expenditures Soul Shoppe Services to support Self Regulation/Peaceful Conflict Resolution and Self Care 1,000 Gift Fund 4000-4999: Books And Supplies Books, Supplies and materials to support the SEL programs and contexts -</p>

	<p>The school will also convene a PBIS/ILT leadership team to plan and support a pacing guide for safe and productive recess/PE to reduce peer conflict and behavior management issues. All students in grades TK-5 will participate in PE where they will learn and practice class game time to learn common game rules, norms and sportsmanship practices. Noon supervisor staff will be trained in supporting recess games.</p> <p>A strong Female leadership team will conduct after-school running club for grade 3-5 girls (Girls on the Run) will be established to promote wellness, positive self-image, leadership, self-confidence and pro-social skills.</p> <p>We will continue to use a monthly positive recognition (Character trait of the month, Tootles for student to student and Staff to student recognition) and positive belonging, and positive attendance encouragement.</p> <p>Measures:</p> <p>Decrease in discipline issues and referrals to the office by 5%. Increase in on task, prosocial, and productive classroom and recess behavior as reported/measured by teacher (for all and for targeted students in need of more support).</p>		<p>Playground, Garden, School Environment.</p>
<p>1.5</p>	<p>Action 5: Professional Learning Communities and support for Providing Intervention, Reteaching, and Acceleration: Tier 1 and 2 Math instruction/Intervention</p> <p>To Support Math academic and Math Academic Language development growth, we will continue to partner with Education services to pay for and employ a trusted site-based, long-term Roving sub for this school year to support a scheduled rotation of Grade-level Math Language/Intervention/Acceleration sessions, associated testing, under-resourced students and emergency sub coverage.</p> <p>Task: Support teacher teams in identifying the varied needs of students in Mathematics especially to increase the resources that allow for the ongoing differentiation needed for all students to receive what they need during each unit of study.</p> <p>The Grade level PLC cycle of inquiry process will lead teams to teach PLC informed units of study and include creating commonly created standards-based assessments that will inform how to group and serve each student in language arts and mathematics in the grade level on an ongoing real time basis. We expect this process to result in</p>	<p>All Students: Math Support, Intervention, Reteaching, and Acceleration.</p>	<p>15,000 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries LCAP 180 Stipends for PLC Facilitators</p> <p>10,000 Site Allocation 1000-1999: Certificated Personnel Salaries LCAP and site funds will be used to train our PLC leaders to support math intervention/acceleration planning</p>

	<p>teachers having clearer agreements of learning targets and work that demonstrates the standard. We expect by increasing capacity/opportunities for our teachers to plan/teach/assess/ intervene on a regular basis, that they will acquire increased knowledge of our students' needs and gifts will lead to an increase in achievement for all.</p> <p>Because these extension/applicational/intervention sessions will be planned and led by our own grade level classroom teachers using real time data and will take place during the school day, we expect an increase in academic achievement for all.</p> <p>Teachers will collaborate around central PLC questions on a weekly basis. The questions the grade-level teams will address are:</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn? 4. How can we extend and enrich the learning for students who already know it? <p>Teachers will also address: What other school community factors need to be addressed to facilitate whole child learning? Additionally, teachers will meet with grade-level colleagues from across the district two times during the school year to foster professional growth.</p> <p>Measures: Collaboration planning products and student assessment data will be collected and acted upon for each cycle.</p>		
<p>1.6</p>	<p>Improve Science Learning and Strengthen Academic Discourse</p> <p>Using our gift funds, we will hire a Science Paraprofessional to Co-Teach, Co-Prepare and Support our Certificated staff in delivering high quality Science instruction using our TWIG curriculum. They will also support science learning throughout the grades by teaching Garden Science to all K-5th grade students in our Outside Garden Classroom.</p>	<p>All Students</p>	<p>60,000 Gift Fund 2000-2999: Classified Personnel Salaries Gift Fund 356 - for salary and benefits for 1 highly experienced and highly trained Science educator to serve as Paraprofessional in support of Certificated staff and all students engaging in Inquiry based, academic discourse rich, science lessons. Priority focus for TWIG support will be for Grades 4 and 5 with Grade 3 being our secondary priority.</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

Focus on math and supporting the academic growth of all students proved beneficial and supportive.

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 difference

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.

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.

Least Restrictive Environment (LRE): Students w/Disabilities in General Education courses for 80% or more of instructional day

Increase the Percentage of time that students with IEPs participate in the Least Restrictive Environment (LRE): Students w/Disabilities in General Education courses for 80% or more of instructional day.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement 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.

Our school has traditionally employed an RSP program that mostly pulled students out of class and met in small groups in a separate setting. We are shifting to a more blended model of support that more often pushes into the Least Restrictive Environment, the regular Education classroom. We want each student in their LRE as much as possible and still get the support needed for growth on their Goals in their IEP.

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
Least Restrictive Environment (LRE): Students w/Disabilities in General Education courses for 80% or more of instructional day	SSFUSD	Increase by 3 - 5% students in general education courses for 80% or more of instructional day
	BBES - 2023-2024 Students with IEPs in general education classes 40% or less - 24% Students with IEPs in general education classes 80% or more - 0% BBES - 2024-25 Students with IEPs in general education classes 40% or less 21 % Students with IEPs in general education classes 80% or more 65 % BBES - 2025-26 Goal Students with IEPs in general education classes 40% or less 19 % Students with IEPs in general education classes 80% or more 69 %	Decrease by 2-3% students in general education courses for less than 40% of instructional day toward district target of 20%

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	Increase by 3 - 5% students in general education courses for 80% or more of instructional day Decrease by 2-3% students in general education courses for less than 40% of instructional day toward district target of 20%	All students with IEPs.	2,000 Site Discretionary 4000-4999: Books And Supplies Supplies to support self-regulation - fidgets, Visual schedules, Social Stories, alternate seating models, and other resources for students with IEPs.
2.2	District and site Special education staff to lead staff development in staff meeting and then in consultation, through IEP preparation, and in person training, modeling, and growing in partnership to support teachers in co-teaching/collaborating students with IEPs in the LRE.	Provide staff development for the whole staff on the purpose and scope of each of our Special Programs and the rationale for increasing LRE. Support regular ed teachers on how to collaborate with Sped team with a push in support model.	1,000 Gift Fund 1000-1999: Certificated Personnel Salaries Time carded planning time for PD preparation and staff consultation outside of the contracted day for various members of our Special education team to present and consult with the whole staff and/or teams/individuals.
2.3			

Annual Review

SPSA Year Reviewed: 2024-25

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.

Progress is being made to support higher percentages of time students are in the regular education settings.

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

None

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.

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.

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LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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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.

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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
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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
3.2			Site Discretionary 4000-4999: Books And Supplies
3.4			
3.5			
3.6			

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

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.

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LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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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.

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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
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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			
4.2			
4.3			
4.4			

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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			
5.2			

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
6.1			LCAP At-Risk Student Support LCAP At-Risk Student Support LCAP At-Risk Student Support General Fund

Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$149,553.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 (\$)

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

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 (\$)
EI Support	\$2,000.00
Gift Fund	\$62,000.00
Instructional Media	\$553.00
LCAP At-Risk Student Support	\$62,500.00
Site Allocation	\$10,000.00
Site Discretionary	\$12,500.00

Subtotal of state or local funds included for this school: \$149,553.00

Total of federal, state, and/or local funds for this school: \$149,553.00

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
Site Discretionary	34853	22,353.00
Instructional Media	1146	593.00
Site Allocation	17520	7,520.00
EI Support	9243	7,243.00
LCAP At-Risk Student Support	44629	-17,871.00
Gift Fund	72724.39	10,724.39
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
EI Support	2,000.00
Gift Fund	62,000.00
Instructional Media	553.00
LCAP At-Risk Student Support	62,500.00
Site Allocation	10,000.00
Site Discretionary	12,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,000.00
2000-2999: Classified Personnel Salaries	90,000.00
4000-4999: Books And Supplies	16,553.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	El Support	2,000.00
1000-1999: Certificated Personnel Salaries	Gift Fund	1,000.00
2000-2999: Classified Personnel Salaries	Gift Fund	60,000.00
4000-4999: Books And Supplies	Gift Fund	1,000.00
4000-4999: Books And Supplies	Instructional Media	553.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	15,000.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	30,000.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP At-Risk Student Support	9,000.00
1000-1999: Certificated Personnel Salaries	Site Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	8,000.00
4000-4999: Books And Supplies	Site Discretionary	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146,553.00
Goal 2	3,000.00

School Site Council Membership

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

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

Name of Members	Role
Florinda Munoz	Other School Staff Parent or Community Member
Eveley Cha	Classroom Teacher
Cregg Ramich	Principal
Lia Atsumi	Classroom Teacher
Amy Lam-Bonilla	Parent or Community Member
Nick Evangelista	Parent or Community Member
Elin P. Cervantes	Parent or Community Member
Raul Contreras III	Parent or Community Member
Yajaira Tapia Aguilar (ELAC)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Instructional Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 2.5.26.

Attested:



Principal, Cregg Ramich on 2.5.26



SSC Chairperson, Elin Cervantes on 2.5.26

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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