



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Browns Valley School TK-8	28662666026785	May 7, 2026	June 25, 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 Browns Valley School TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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 Browns Valley School TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

Educational Partner Involvement

How, when, and with whom did Browns Valley School TK-8 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed and modified by the Principal, School Site Council, ELAC, and Site Leadership Team and shared with staff for input. Updates on actions and progress toward goals are reviewed by School Staff, ELAC, and SSC meetings.

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.

English Learner Progress: English Learners were in the orange

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.

- Math: Students with Disabilities
- English Learner Progress: MLLs
- Chronically Absenteeism: Socially Economic Disadvantage
- Suspension Rates for White subgroup
- Math: Two or more races and students with disabilities

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 Browns Valley School TK-8. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.18%	0.15%	%	1	1	
African American	0.53%	0.15%	0.44%	3	1	3
Asian	0.35%	0.31%	0.29%	2	2	2
Filipino	0.35%	0.31%	0.44%	2	2	3
Hispanic/Latino	27.54%	27.34%	29.65%	157	178	201
White	63.51%	63.59%	61.21%	362	414	415
Multiple/No Response	7.19%	7.99%	7.82%	41	52	53
Total Enrollment				570	651	678

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	24	46	39
Kindergarten	58		72
Grade 1	65		72
Grade 2	84		64
Grade3	73		65
Grade 4	77		92
Grade 5	72		84
Grade 6	54		64
Grade 7	51		65
Grade 8			61
Total Enrollment	570		678

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	70	72	70		12.3%	10.3%
Fluent English Proficient (FEP)	37	44	53		6.5%	7.8%
Reclassified Fluent English Proficient (RFEP)	9				9	

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	77	77	89	77	75	88	77	75	88	100.0	97.4	98.9
Grade 4	65	81	78	65	78	78	65	78	78	100.0	96.3	100
Grade 5	95	73	87	95	72	87	95	72	87	100.0	98.6	100
Grade 6	59	60	64	55	57	63	55	57	63	93.2	95	98.4
Grade 7		52	59		48	58		48	58		92.3	98.3
Grade 8			41			36			36			87.8
All Grades	296	343	418	292	330	410	292	330	410	98.6	96.2	98.1

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	2438.	2446.	2448.	27.27	38.67	37.50	24.68	22.67	27.27	25.97	17.33	13.64	22.08	21.33	21.59
Grade 4	2477.	2466.	2482.	27.69	21.79	29.49	26.15	32.05	29.49	21.54	16.67	17.95	24.62	29.49	23.08
Grade 5	2520.	2517.	2495.	27.37	22.22	12.64	31.58	33.33	34.48	18.95	23.61	28.74	22.11	20.83	24.14
Grade 6	2507.	2532.	2558.	18.18	14.04	31.75	18.18	36.84	30.16	30.91	28.07	25.40	32.73	21.05	12.70
Grade 7		2533.	2569.		16.67	15.52		29.17	50.00		18.75	18.97		35.42	15.52
Grade 8			2535.			11.11			38.89			11.11			38.89
All Grades	N/A	N/A	N/A	25.68	23.64	24.39	26.03	30.61	33.90	23.63	20.61	20.00	24.66	25.15	21.71

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	24.68	24.00	22.73	59.74	57.33	61.36	15.58	18.67	15.91
Grade 4	21.54	19.23	21.79	67.69	66.67	67.95	10.77	14.10	10.26
Grade 5	22.11	29.17	17.24	68.42	59.72	65.52	9.47	11.11	17.24
Grade 6	14.55	21.05	33.33	54.55	64.91	47.62	30.91	14.04	19.05
Grade 7		20.83	25.86		52.08	63.79		27.08	10.34
Grade 8			13.89			47.22			38.89
All Grades	21.23	23.03	22.68	63.36	60.61	60.49	15.41	16.36	16.83

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	12.99	17.33	21.59	70.13	70.67	63.64	16.88	12.00	14.77
Grade 4	15.38	16.67	15.38	66.15	65.38	69.23	18.46	17.95	15.38
Grade 5	22.11	19.44	12.64	56.84	63.89	67.82	21.05	16.67	19.54
Grade 6	20.00	5.26	9.52	43.64	64.91	73.02	36.36	29.82	17.46
Grade 7		25.00	18.97		39.58	65.52		35.42	15.52
Grade 8			8.33			58.33			33.33
All Grades	17.81	16.67	15.12	59.93	62.42	66.83	22.26	20.91	18.05

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	15.58	13.33	15.91	72.73	76.00	69.32	11.69	10.67	14.77
Grade 4	9.23	10.26	11.54	73.85	78.21	70.51	16.92	11.54	17.95
Grade 5	17.89	16.67	13.79	68.42	68.06	73.56	13.68	15.28	12.64
Grade 6	10.91	14.04	34.92	78.18	75.44	55.56	10.91	10.53	9.52
Grade 7		14.58	15.52		68.75	75.86		16.67	8.62
Grade 8			8.33			80.56			11.11
All Grades	14.04	13.64	16.83	72.60	73.64	70.24	13.36	12.73	12.93

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	16.88	22.67	25.00	67.53	58.67	60.23	15.58	18.67	14.77
Grade 4	12.31	11.54	20.51	78.46	76.92	67.95	9.23	11.54	11.54
Grade 5	16.84	15.28	10.34	70.53	72.22	74.71	12.63	12.50	14.94
Grade 6	18.18	14.04	20.63	58.18	80.70	66.67	23.64	5.26	12.70
Grade 7		14.58	15.52		58.33	82.76		27.08	1.72
Grade 8			13.89			66.67			19.44
All Grades	16.10	15.76	18.05	69.18	69.70	69.51	14.73	14.55	12.44

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	77	77	89	77	75	88	77	75	88	100.0	97.4	98.9
Grade 4	65	81	78	65	79	78	65	79	78	100.0	97.5	100
Grade 5	95	73	87	95	72	87	95	72	87	100.0	98.6	100
Grade 6	59	60	64	55	57	63	55	57	63	93.2	95	98.4
Grade 7		52	59		48	58		48	58		92.3	98.3
Grade 8			41			36			36			87.8
All Grades	296	343	418	292	331	410	292	331	410	98.6	96.5	98.1

* 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	2432.	2457.	2473.	14.29	26.67	32.95	35.06	38.67	31.82	27.27	18.67	26.14	23.38	16.00	9.09
Grade 4	2496.	2468.	2500.	27.69	15.19	25.64	30.77	27.85	34.62	30.77	32.91	33.33	10.77	24.05	6.41
Grade 5	2513.	2511.	2487.	28.42	23.61	9.20	16.84	25.00	16.09	28.42	25.00	41.38	26.32	26.39	33.33
Grade 6	2481.	2524.	2542.	10.91	12.28	17.46	16.36	21.05	33.33	30.91	50.88	26.98	41.82	15.79	22.22
Grade 7		2515.	2553.		18.75	13.79		16.67	22.41		22.92	46.55		41.67	17.24
Grade 8			2539.			19.44			19.44			19.44			41.67
Grade 11															
All Grades	N/A	N/A	N/A	21.23	19.64	20.24	24.66	26.89	26.83	29.11	29.61	33.17	25.00	23.87	19.76

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	12.99	32.00	37.50	68.83	54.67	54.55	18.18	13.33	7.95
Grade 4	35.38	22.78	32.05	52.31	50.63	57.69	12.31	26.58	10.26
Grade 5	21.05	16.67	10.34	56.84	56.94	57.47	22.11	26.39	32.18
Grade 6	10.91	10.53	17.46	40.00	57.89	57.14	49.09	31.58	25.40
Grade 7		22.92	13.79		33.33	72.41		43.75	13.79
Grade 8			16.67			55.56			27.78
Grade 11									
All Grades	20.21	21.45	22.44	55.82	51.66	58.78	23.97	26.89	18.78

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	24.68	37.33	44.32	55.84	49.33	44.32	19.48	13.33	11.36
Grade 4	32.31	8.86	23.08	50.77	63.29	65.38	16.92	27.85	11.54
Grade 5	17.89	16.67	10.34	64.21	63.89	66.67	17.89	19.44	22.99
Grade 6	14.55	5.26	12.70	45.45	75.44	63.49	40.00	19.30	23.81
Grade 7		18.75	12.07		39.58	74.14		41.67	13.79
Grade 8			22.22			38.89			38.89
All Grades	22.26	17.82	21.71	55.48	58.91	59.76	22.26	23.26	18.54

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	19.48	21.33	30.68	61.04	70.67	61.36	19.48	8.00	7.95
Grade 4	24.62	17.72	20.51	55.38	58.23	69.23	20.00	24.05	10.26
Grade 5	18.95	18.06	5.75	62.11	62.50	66.67	18.95	19.44	27.59
Grade 6	10.91	17.54	22.22	61.82	68.42	58.73	27.27	14.04	19.05
Grade 7		14.58	8.62		58.33	74.14		27.08	17.24
Grade 8			19.44			58.33			22.22
All Grades	18.84	18.13	18.05	60.27	63.75	65.12	20.89	18.13	16.83

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1416.1	1413.6	1420.6	1431.9	1449.7	1435.1	1379.2	1329.3	1386.7	15	11	11
1	1446.0	*	*	1470.4	*	*	1421.0	*	*	11	10	7
2	1453.6	*	*	1481.1	*	*	1425.6	*	*	11	9	9
3	*	*	*	*	*	*	*	*	*	5	8	5
4	*	*	*	*	*	*	*	*	*	9	6	9
5	*	*	*	*	*	*	*	*	*	10	8	8
6	1506.6	*	*	1513.2	*	*	1499.5	*	*	13	4	4
7		*	*		*	*		*	*		9	4
All Grades										74	65	66

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	6.67	9.09	0.00	40.00	45.45	54.55	33.33	9.09	36.36	20.00	36.36	9.09	15	11	11
1	0.00	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
2	27.27	*	*	27.27	*	*	18.18	*	*	27.27	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	7.69	*	*	23.08	*	*	38.46	*	*	30.77	*	*	13	*	*
7		*	*		*	*		*	*		*	*		*	*
All Grades	16.22	15.38	10.61	32.43	46.15	53.03	33.78	23.08	28.79	17.57	15.38	7.58	74	65	66

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	13.33	36.36	27.27	40.00	27.27	27.27	26.67	36.36	36.36	20.00	0.00	9.09	15	11	11
1	18.18	*	*	72.73	*	*	9.09	*	*	0.00	*	*	11	*	*
2	54.55	*	*	27.27	*	*	0.00	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	30.77	*	*	46.15	*	*	7.69	*	*	15.38	*	*	13	*	*
7		*	*		*	*		*	*		*	*		*	*
All Grades	36.49	49.23	42.42	41.89	33.85	37.88	8.11	9.23	13.64	13.51	7.69	6.06	74	65	66

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		9.09	0.00		0.00	9.09		54.55	90.91		36.36	0.00		11	11
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	0.00	*	*	23.08	*	*	23.08	*	*	53.85	*	*	13	*	*
7		*	*		*	*		*	*		*	*		*	*
All Grades	2.70	6.15	4.55	27.03	21.54	30.30	32.43	38.46	48.48	37.84	33.85	16.67	74	65	66

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	26.67	27.27	9.09	53.33	72.73	90.91	20.00	0.00	0.00	15	11	11
1	45.45	*	*	54.55	*	*	0.00	*	*	11	*	*
2	63.64	*	*	18.18	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	15.38	*	*	46.15	*	*	38.46	*	*	13	*	*
7		*	*		*	*		*	*		*	*
All Grades	36.49	35.38	31.82	43.24	46.15	63.64	20.27	18.46	4.55	74	65	66

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	6.67	36.36	18.18	66.67	54.55	63.64	26.67	9.09	18.18	15	11	11
1	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
2	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	61.54	*	*	38.46	*	*	0.00	*	*	13	*	*
7		*	*		*	*		*	*		*	*
All Grades	47.30	61.54	45.45	39.19	30.77	45.45	13.51	7.69	9.09	74	65	66

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	0.00	0.00	0.00	86.67	63.64	90.91	13.33	36.36	9.09	15	11	11
1	9.09	*	*	27.27	*	*	63.64	*	*	11	*	*
2	27.27	*	*	18.18	*	*	54.55	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	*	30.77	*	*	69.23	*	*	13	*	*
7		*	*		*	*		*	*		*	*
All Grades	6.76	10.77	4.55	48.65	38.46	65.15	44.59	50.77	30.30	74	65	66

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	33.33	9.09	18.18	40.00	63.64	63.64	26.67	27.27	18.18	15	11	11
1	0.00	*	*	90.91	*	*	9.09	*	*	11	*	*
2	9.09	*	*	45.45	*	*	45.45	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	15.38	*	*	61.54	*	*	23.08	*	*	13	*	*
7		*	*		*	*		*	*		*	*
All Grades	14.86	9.23	4.55	60.81	78.46	86.36	24.32	12.31	9.09	74	65	66

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
651	38.4%	11.1%	0.0%
Total Number of Students enrolled in Browns Valley School TK-8.	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	72	11.1%
Foster Youth	0	0.0%
Homeless	8	1.2%
Socioeconomically Disadvantaged	250	38.4%
Students with Disabilities	93	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	1	0.2%
Asian	2	0.3%
Filipino	2	0.3%
Hispanic	178	27.3%
Two or More Races	52	8%
Pacific Islander	0	0.0%
White	414	63.6%

School and Student Performance Data

Overall Performance

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.”



2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

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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 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		
All Students  Green 9.2 points above standard Increased 7.5 points 399 Students	English Learners  Yellow 61.4 points below standard Increased 11.5 points 54 Students	Long-Term English Learners  No Performance Color 96 points below standard 13 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 23.8 points below standard Increased 13 points 163 Students

Students with Disabilities  Yellow 69.9 points below standard Increased 4.2 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 33.4 points below standard Increased 9.7 points 118 Students
Two or More Races  No Performance Color 43.8 points above standard Increased 3.9 points 31 Students	Pacific Islander  No Performance Color 0 Students	White  Green 24.4 points above standard Increased 4 points 247 Students

School and Student Performance Data

Academic Performance Mathematics

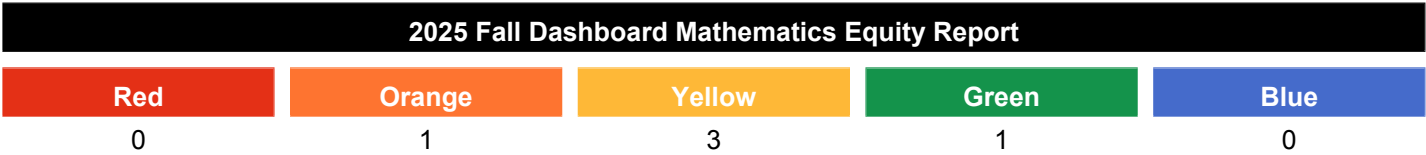
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This section provides number of student groups in each level.



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		
All Students  Green 4.4 points below standard Increased 10.7 points 400 Students	English Learners  Yellow 59.9 points below standard Increased 21.1 points 55 Students	Long-Term English Learners  No Performance Color 130.7 points below standard 13 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 37.6 points below standard Increased 20 points 164 Students

Students with Disabilities  Orange 84.5 points below standard Maintained 0.3 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 46.9 points below standard Increased 10.1 points 119 Students
Two or More Races  No Performance Color 22.1 points above standard Maintained 0.7 points 31 Students	Pacific Islander  No Performance Color 0 Students	White  Green 12.3 points above standard Increased 11.9 points 247 Students

School and Student Performance Data

Academic Performance Science

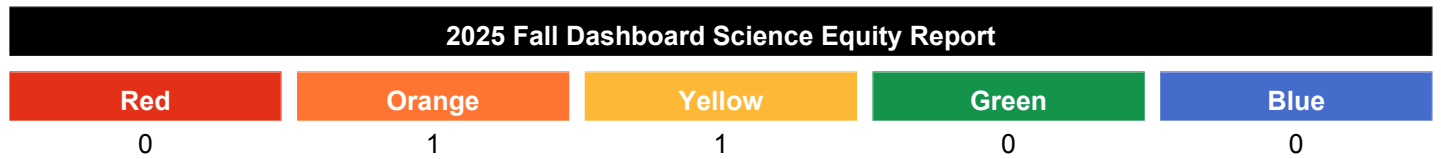
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
All Students  Yellow 50.5 science points Declined 9 points 119 Students	English Learners  No Performance Color 35.1 science points Declined 8.4 points 18 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 43.4 science points Declined 8.4 points 58 Students

Students with Disabilities  No Performance Color 33.1 science points 27 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 42.7 science points Declined 6.2 points 41 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 54.1 science points Declined 11.1 points 72 Students

School and Student Performance Data

Academic Performance English Learner Progress

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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 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	Long-Term English Learner Progress
 Orange	 No Performance Color
52 making progress.	66.7 making progress.
Number Students: 50 Students	Number Students: 12 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16%	32%	0%	52%

School and Student Performance Data

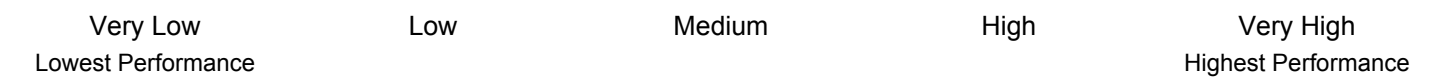
Academic Performance College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

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.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
13.4% Chronically Absent	23% Chronically Absent	38.5% Chronically Absent
Declined 3.5	Declined 2.7	0
666 Students	74 Students	13 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	23.5% Chronically Absent
2 Students	0	Maintained 0.4
	12 Students	272 Students

Students with Disabilities  Orange 21.3% Chronically Absent Declined 4.4 108 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 20.9% Chronically Absent Declined 4.3 182 Students
Two or More Races  Yellow 16.1% Chronically Absent Declined 7.8 56 Students	Pacific Islander  No Performance Color 0 Students	White  Green 9.5% Chronically Absent Declined 2.6 419 Students

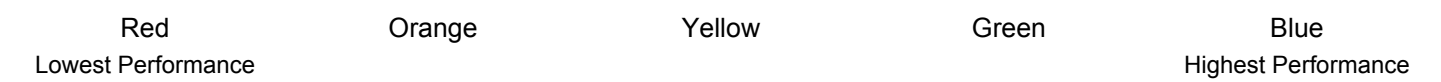
School and Student Performance Data

Academic Engagement Graduation 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.

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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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

Conditions & Climate Suspension Rate

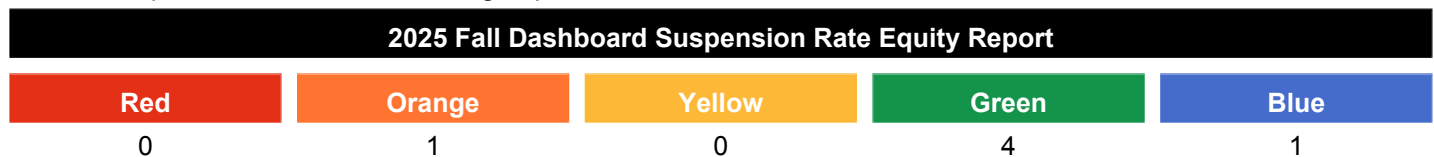
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
All Students  Green 1.5% suspended at least one day Declined 0.5% 674 Students	English Learners  Green 2.6% suspended at least one day Declined 3.8% 76 Students	Long-Term English Learners  No Performance Color 7.7% suspended at least one day 13 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Socioeconomically Disadvantaged  Green 2.2% suspended at least one day Declined 1.8% 276 Students

Students with Disabilities  Green 0.9% suspended at least one day Declined 3% 108 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 2.2% suspended at least one day Declined 2.5% 186 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 57 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 1.2% suspended at least one day Increased 0.4% 422 Students

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.

All students TK-8 will increase achievement in ELA and Math as measured by Star Renaissance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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.

23% of students have been identified as performing below State level standard in Reading based on the STAR Renaissance.
22% of students have been identified as performing below State level standard in Math based on the STAR Renaissance.

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
Star Reading Assessment Data - Winter 2025	State Level Standard: At or Above: 78% On Watch : 11% Intervention: 8% Urgent Intervention: 3.3%	Decrease the amount of students needing intervention or urgent intervention 5%
Star Math Assessment Data - Winter 2025	State Level Standard: At or Above: 90% On Watch: 12% Intervention: 9% Urgent Intervention: 4%	Decrease the amount of students needing intervention or urgent intervention 5%
mClass-MOY Data (January 2026)	K: 29%, well below 1: 20% well below 2: 16% well below	Decrease the amount of students well below level by 5%

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	Teachers will collaborate in PLC teams to plan and implement Tier 1 literacy and math instruction. Curriculum/Resources used across literacy and math include: Benchmark, UFLI, Writing Revolution, LETRS best practices, Bridges, Number Corner, Brain Pop, IXL	TK-8	1,000 0003 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Strategies & Learning opportunities include: Learning walks, coaching, learning sprint cycles, professional development, data analysis and teacher release time as needed to support this work.		
1.2	Interventionist uses data to identify and target Tier 2 and Tier 3 phonics and math needs across K-8. In addition to our site interventionist, we have two TK teachers who support intervention efforts in K-1. Materials for for K-5 include: Benchmark Phonics Intervention, UFLI, LETRS best practices, Bridges Intervention and additional materials necessary. IXL	Intervention Students (Tier 2 and Tier 3)	No Cost
1.3	Teachers will have sub release time to administer assessments, analyze data, collaboratively plan instructional practices and take learning walks.	TK-8	6,000 0003 - Supplemental
1.4	Purchase additional supplemental instructional materials and supplies as needed to support all Tiers of intervention.	TK-8	2000.00 0003 - Supplemental
1.5	Continue professional learning and conferences across subject areas to support all learners academically.	TK-8	
1.6	Continue the implementation of schoolwide programs and strategies focused on preparing all students for college and career readiness at Browns Valley School. Purchase materials, as necessary, like binder reminders for every student grades TK-8 to develop and increase communication about daily schoolwork, assignments, projects, and events with families.	TK-8	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2025-26

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.

The number of students meeting or exceeding standard on Star Reading and Math increased from 2024-2025.

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

no major differences

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

Changes for next year: Intervention teacher will identify strategies needed to support students at Tier 2 and Tier 3 under MTSS. (Strategy/Activity 1.2).

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.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification, as measured by CA Dashboard and STAR Renaissance data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

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.

English learner progress data from both CA Dashboard and STAR Renaissance reveal the following areas of need:
English Language Arts, Math, MLL Progress/reclassification

English Learner Progress in Orange-32% of MLL students "maintained" ELPI level
ELA: MLLs in Yellow with 61.4 points below standard
ELA: SES in Yellow with 23.8 points below standard
Math: MLLs in Yellow with 59.9 points below standard
Math: SES in Yellow with 37.6 points below standard
Science: SES subgroup in Orange-declined by 8.4 points

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
CA Dashboard: - ELPAC - CAASPP	2025: 52% of MLL students made growth on the ELPAC 2025: MLL students scored level 2 (orange) out of 5 on CAASPP ELA Performance	Increase the number of students making growth by one ELPI level on the ELPAC by 10% Increase the number of MLL students making growth on the CAASPP-ELA by 10%

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	MLL students will receive quality Tier 1 instruction that is scaffolded and addresses ELD standards MLL students will have small group core instruction and will participate in Designated ELD for at least 150 minutes each week. MLL students who have not yet redesignated will receive intensive, targeted instruction to be better	All English Learners in Grades TK-8	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	prepared to take the ELPAC Summative Tests. With a focus on At Risk and LTELs Staff will review ELD Standards and Protocols of Hattie's Work effective in working with English Learners and all students. Accelerated Reader and Imagine Learning will be leveraged with high quality and engaging literature to support MLL Reading Skills Site and District Writing Assessments will help identify learning gaps of all students. Writing Instruction will be driven by ELPAC and District Writing Assessment data to ensure that MLL's are ready to access core instruction in preparing to redesignate.		
2.2	Data Review and lesson planning and preparation for Intensive, targeted instruction to MLL students to better prepare them for all assessments (ELPAC, CAASPP, STAR).	MLL	No Cost
2.3	ELPAC Bootcamp to Prepare MLL students Example: notebook, incentives	MLLs	300.00 0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2025-26

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.

In 2025 16% of EL's decreased one level on the Summative ELPAC while 52% of EL's progressed at least one level. 32% of EL's remained at the same level in 2025 as compared to 2024. According to CA Dashboard's ELA Performance, our MLLs moved from red to orange level in CAASPP.

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

ELPAC bootcamp was offered to MLLs in preparation for the assessment. All MLLs had the opportunity to participate.

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.

Changes for Next Year: Provide bootcamp for LTELs, especially targeting middle school students (Strategy 2.3)

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.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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
Agendas/Minutes/Attendance Sheets from meetings with staff, SSC, BVFC, ELAC, students and parents meetings	2025-2026 School Agendas/Minutes/Attendance/Surveys	Agendas, minutes, and attendance sheets from ELAC, SSC, BVFC, and parent educational meetings will reflect a high level of engagement on high stakes topics and programs. Increase parent participation in all opportunities for parental involvement including school events and advisory meetings.
Annual Needs Assessment Survey for ELAC	2025-2026 school year will be the baseline	Increase parent voice in ELAC agendas
Attendance to Noche de Fiesta event	Increase family representation to better reflect the school community's demographics.	Increase family representation to better reflect the school community's demographics.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Browns Valley School will provide opportunities for inclusive, pro-active engagement. The Principal and Parent Liaison will regularly meet and engage with families during Coffee with the Principal, School Site Council, ELAC, PFC meetings, and family events.	Parents of students from under-served and under-represented sub groups will have access to supports and information	No Cost

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Agendas for ELAC, SSC, and PFC will address comprehensive and essential topics and objectives to enhance meeting effectiveness and parental participation. Align all instructional plans, budgets (BVFC, School, Grants) to support NVUSD strategic plan and BVS instructional goals to communicate the Browns Valley School's intentions to support student learning. Teachers will provide parents information on the understanding of supports and instruction their child will receive at BVS. School personnel (Parent Liaison, Office, Administration, and teachers) will use Parent Square to inform parents of school calendar, events, classroom projects, instruction, nuts and bolts of the day, and successes students experience in their learning. Classroom teachers may also use Google Classroom, Class Dojo, and newsletters. School Site Council meeting agendas and minutes will be available.	so they can be partners in the learning process.	
3.2	Collaborate with Shearer, Vichy, and other TK-8 School Programs in NVUSD to ensure our instruction is aligned and consistent	TK-8	No Cost
3.3	Establish and foster parent advisory panels, such as ELAC, School Site Council, and PFC to involve all parents more deeply in decision-making processes with additional focus on encouraging parents of multilingual learners to increase parental insights in order to directly inform the educational strategies and interventions in place at Browns Valley School.	TK-8	400.00 0003 - Supplemental
3.4	Provide translation services for parents at ELAC, SSC meetings, and as needed to increase parent involvement at Browns Valley School.	TK-8	No Cost
3.5	All teachers will regularly communicate with families the academic progress of their students.	TK-8	No Cost
3.6	Reclassification celebration for MLL students	TK-8	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Parent attendance at ELAC meetings has increased this year. The parent and community liaison has worked with the principal to engage in outreach resulting in higher attendance and participation.

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

NA

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.

Changes for next year: Needs assessment/survey will be sent out to all MLLs families to inquire about academic and social emotional needs. This will also inform ELAC meetings as items are agendaized, if appropriate. (Strategy 3.3)

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.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

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.

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard:

MLLs: 23% in Orange chronically absent

SES: 23.5% in Red are chronically absent

Students with disabilities: 21% chronically absent

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
California Dashboard Data - 2025	Baseline 2025 Chronic Absenteeism Rates: MLLs-23% chronically absent (orange) SES-23.5% chronically absent (red) Student with Disabilities-21% chronically absent (orange)	Reduce chronic absenteeism by 10% for Students groups identified under baseline/actual outcome.
Healthy Kids Survey		95% of all students will indicate on the Healthy Kids Survey that they feel respected, heard, and valued.
SDQ (Strengths and Difficulties Questionnaire)	4th-8th Grade 2024-2025 School Year	To have all students participate in questionnaire.

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	COST will monitor the Attendance Rate of target students at weekly meetings. The COST team will include: Principal, School Counselor, School Attendance Clerk, Intervention Specialist, and Parent Liaison. Parent Liaison will call families of student groups identified to support and provide resources to improve attendance (and all students).	TK-8	0000 – No Reporting Requirements

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Front office staff and principal will work with district office staff to monitor and provide feedback and support to improve attendance for students of two or more races and target students. We will utilize substitute teachers which will enable teachers to attend meetings with families i.e. IEP's, 504's, SST, COST.		
4.2	Prop 28 Funding for the Arts program; students social and emotional welfare will be supported through participating in the arts program by rotating through different modes of art aimed at the development, aesthetic appreciation and skills of creative expression.	TK-8	69,030.0 6770 - Prop 28
4.3	Art supplies and resources will be purchased through 20% of the Prop 28 funds for the art program at Browns Valley.	TK-8	17,257.00 6770 - Prop 28
4.4	SDQ Strength and Difficulties Questionnaire, Healthy Kids Survey	TK-8	0000 – No Reporting Requirements
4.5	Continue with the SEL curriculum at Browns Valley. School counselor will continue and increase counseling groups held during the school day, as schedule and need allows. Bear Family across grade level activities will continue to foster peer relations and social confidence. Character Traits, Second Step, BEST Practices will continue to be implemented at Browns Valley School. Students TK-5 will be recognized at Bear Hug Assemblies. Middle School will recognize academic success. Middle School students will be selected to be a member of the District Student Advisory Council. Recognizing attendance improvement and perfect attendance.	TK-8	1,389.00 0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2025-26

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.

Per the 2025 California Dashboard data indicator Hispanic chronic absenteeisms declined 5% (stayed yellow), Socioeconomically Disadvantaged increased 40 students maintained by .4% (from orange to red), White declined 3% (yellow to green). Our MTSS team, our Parent Liaison, and our district Sart team has been able to monitor attendance effectively and meet with families as needed.

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

NA

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.

Changes for Next Year: Strengthen communication within the COST Team, particularly between the Parent Liaison and COST members, by developing and utilizing shared data sets, reports, and aligned talking points to more effectively support students and families. (Strategy 4.1)

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	\$97,376.00
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 (\$)
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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 (\$)
0003 - Supplemental	\$11,089.00
6770 - Prop 28	\$86,287.00

Subtotal of state or local funds included for this school: \$97,376.00

Total of federal, state, and/or local funds for this school: \$97,376.00

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
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Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	11,089.00
6770 - Prop 28	86,287.00

Expenditures by Budget Reference

Budget Reference	Amount
	9,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	11,089.00
	6770 - Prop 28	86,287.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,000.00
Goal 2	300.00
Goal 3	400.00
Goal 4	87,676.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Meshach Osborne	Principal
Lisa Anderson	Classroom Teacher
Brooke Hanniford	Parent or Community Member
Marian Moffett	Classroom Teacher
Denise Livingston	Other School Staff
Mari Moughan	Parent or Community Member
Courtney Cline	Parent or Community Member
Jessica Rockwood	Parent or Community Member
Silvia Angel	Other School Staff
Brice Gosnell	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: School Site Council Member Brooke Hannaford

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 May 7, 2026.

Attested:



Principal, Meshach Osborne on 05/07/2026



SSC Chairperson, Courtney Cline on 05/07/2026

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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