School Year: **2023-24**

Burney Elementary School

180 Days Of Adventure

No limits on learning at BESI

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Burney Elementary School	45699896050272	January 18, 2024	March 13, 2024

Purpose and Description

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

Schoolwide Program

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

The faculty, staff, parents and guardians worked together to develop goals in line with the LCAP and other federal, state and local programs and will utilize resources to support the goals.

Table of Contents

Comprehensive Needs Assessment Components

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

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

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. We regularly assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. A parent survey will be conducted closer to the end of the school year.

As our 2023-24 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Throughout the school year we have bite-sized surveys targeting specific areas: climate, food services, transportation, academics, positive behavior intervention and support and extra curricular activities.

Parent data indicated a desire for more support for struggling students, more printed materials, and more openings in our after-school program.

Teacher data displayed the desire for more training and direction in providing instruction for students in safety procedures.

Highlights from this year's data include an overwhelmingly positive response from parents. Over 85% of parents surveyed feel that the BES provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID19. Over 95% of parents agree that the BES team interacts positively with children and effectively communicates with parents regarding program activities and schedules.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

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

Classrooms are observed on an almost daily basis by principal walk throughs. In addition, State mandated observations and evaluations for certificated and classified staff are completed as required. Teachers are given the opportunity as observe in other classrooms. Outside volunteers are allowed to work in classrooms if they are vaccinated or agree to weekly testing.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Burney Elementary School utilizes multiple measures to help inform instructional decisions. In addition to the state and local assessments that are used to measure student success (CAASPP), we are also focusing on the NWEA Measures of Academic Progress (MAP) tests given 3X per school year. NWEA, Smarter Balanced assessments, district and site level common assessments results inform our Professional Learning Communities to help directly inform instructional decisions made by teachers on a regular basis.

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

Burney Elementary School is committed to the Professional Learning Community model of collaboration. Teachers meet on a weekly basis to develop, implement and review data based on common assignments, projects as and
assessments. The data collected is used to inform instructional decisions for the PLC and individual teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 16 of the classroom teachers are considered highly qualified. In addition, there are four teachers in the process of completing their certification.

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

All teachers have aecss to professional learning through county, district and site based professional development to fully utilize the adopted curricula and instructional material to maximize efficacy. Burney Elementary School utilizes Guaranteed Viable Curriculum (GVC) and Guaranteed Viable Instruction (GVI) to support the instructional needs of all students. Additionally we are focusing our professional learning on developing a strong foundation in Multi-Tiered Systems of Support (MTSS) including a robust Positive Behavior Intervention and Support (PBIS), Social Emotional Learning (SEL), and Response to Intervention (RTI) platform,

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

All teachers have opportunities, through the Shasta County Office of education, to participate in professional development. We also have completed additional training for new curricula and have been focused on our foundations for Multi-Tiered Systems of Support.

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

Shasta County Office of Education offers instruction assistance and support for all teachers. Teachers also have the opportunity to offer their expertise to others. The staff has created lists on staff "experts" for content areas, online instruction and technology.

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

Impact Team collaboration by grade level occurs on a weekly scheduled basis. Informal collaboration occurs daily. Vertical collaboration is built into the school day monthly for our Impact Hours.

Teaching and Learning

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

Burney Elementary School is committed to providing PLCs with the time and support to plan lessons and units that adhere to content and performance standards. Burney Elementary School is in the process of identifying enduring standards in all core curriculum areas to support Guranteed and Viable Curriculym and Instruction to provide all students with robust, and equitable education.

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

The recommended instructional minutes for reading/language arts and mathematics are met.

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

Using the curriculum as a guideline, teachers create math and ELA pacing guides to allow for flexibility and to allow for sufficient numbers of intervention courses. Pacing Guides were created while keeping in mind potential gaps due to modified delivery/curriculum during the Covid-19 pandemic.

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

Burney Elementary School is committed to making instructional material available for all students that is aligned to standards and proven effective in the classroom. Teachers are able to participate in the vetting of curricula to
maximize student learning.

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

Burney Elementary School has all curricula material that are focused on standards and aligned to the various content specific standards, including the new standards of Common Core and NGSS. Specific intervention material is also aligned to content standards. Literacy standards are being taught not only in English Language Arts, but in Science and Social Studies as well.

Opportunity and Equal Educational Access

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

Burney Elementary School PLCs have taken ownership of not only the curricula, but also the response to intervention. Underperforming students are served through a variety of intervention responses including classtime intervention, Title One Reading Lab, and Indian Education, . PLCs respond to underperforming students in a unified front with consistent intervention methods. BES also has a focus on equity by informing staff of target groups, and assuring teachers know who are the students in the classes. Data is also provided to assure
teachers are aware of the achievement gap, and are given the tools to monitor all students. All classrooms have access to para professionals, Indian Education, and an EL paraprofessional. Title I and Resource also support underperforming students in meeting standards. When a student is underperforming, parents are contacted and measures are discussed as how the school and the family can each support the student. When allowed by the Health Department, community volunteers assist in classrooms, reading individually with students, and by helping small groups.

Evidence-based educational practices to raise student achievement

Burney Elementary School is committed to implementing research-based instructional strategies that help our students, strengthen their academic skills in the areas of literacy, mathematics, and academic discourse. Burney Elementary School currently has Academic Language Development classes for all EL students to provide support for students in their core classes, as they work through becoming proficient in all language domains.

Parental Engagement

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

A strong partnership with our parent cimmunity is essential to the sucess of our program. Resources include but are not limited to: PTA, Parent/Student activity nights, Back to School, Open House, monthly assemblies, Coffee with the Principal, School Site Council, Student Sucess Team meetings, Parent Teacher conferences, parent education meetings, and reliable communication,

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

The ConApp is presented to Site Council (a body containing parents, community representatives, classroom teachers and other school personnel) on a yearly basis.

Funding

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

Title I, Indian Education and EL

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Burney Elementary prides itself on home-school partnerships. We encourage our families to be involved by bringing positivity, energy and creativity to our school to continue to strengthen our programs. Burney Elementary School Site Council, staff and PTA reviews the SPSA each year. We review state provided data and district data to evaluate our annual goals. We use that data from the previous year to update our SPSA. Our stakeholders are our greatest strength and greatest resource. Together, we can drive BES and our mission even farther.

The SPSA represents our school's allocation of resources toward specific actions designed to meet our established goals. The goal setting process is focused on the school's mission and vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the priority areas. The SPSA is monitored throughout the year by reporting progress to our stakeholder groups, School Site Council (SSC), and Parent Teacher Association (PTA) \, who are

consulted and provide input reagarding recommendations for revisions to the plans.   The overreaching goal of the SPSA is continous improvement in the education of all of our students.

Resource Inequities

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

Burney Elementary School does not have an resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	12.7%	12.84%	15.94%	45	42	55
African American	%	%	0.29%		0	1
Asian	0.3%	0.31%	0.29%	1	1	1
Filipino	%	%	0%		0	0
Hispanic/Latino	19.2%	18.96%	19.42%	68	62	67
Pacific Islander	%	%	0.29%		0	1
White	60.3%	61.47%	58.84%	214	201	203
Multiple/No Response	4.5%	4.59%	3.77%	16	15	13
			Total Enrollment	355	327	345

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	71	66	69
Grade 1	51	50	54
Grade 2	40	38	48
Grade3	42	36	45
Grade 4	48	41	38
Grade 5	53	47	44
Grade 6	50	49	47
Total Enrollment	355	327	345

Conclusions based on this data:

1. Enrollment has been slightly declining in the past three years, but has increased to 347 in 2022-2023.

2. There are three significant subgroups: American Indian, Hispanic/Latino, White.

3. Our Kindergarten and First Grade enrollment is significantly higher than the rest of the grades.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	11	10	9	3.1%	3.1%	2.6%
Fluent English Proficient (FEP)	4	7	6	1.1%	2.1%	1.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The EL student enrollment has continued to decline.

2. We are currently testing our English Learners to determine Reclassification status for the current year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	35	42	35	34	42	35	34	42	79.5	97.1	100.0
Grade 4	42	41	40	36	39	39	36	39	39	85.7	95.1	97.5
Grade 5	49	44	40	42	41	40	42	41	40	85.7	93.2	100.0
Grade 6	48	43	45	28	39	45	28	39	45	58.3	90.7	100.0
All Grades	183	163	167	141	153	166	141	153	166	77.0	93.9	99.4

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2365.	2319.	2368.	5.71	0.00	7.14	14.29	5.88	16.67	28.57	17.65	16.67	51.43	76.47	59.52
Grade 4	2404.	2427.	2425.	2.78	10.26	10.26	19.44	17.95	23.08	27.78	20.51	15.38	50.00	51.28	51.28
Grade 5	2449.	2430.	2439.	7.14	2.44	12.50	16.67	14.63	15.00	38.10	24.39	20.00	38.10	58.54	52.50
Grade 6	2464.	2454.	2475.	3.57	0.00	4.44	21.43	15.38	24.44	21.43	33.33	33.33	53.57	51.28	37.78
All Grades	N/A	N/A	N/A	4.96	3.27	8.43	17.73	13.73	19.88	29.79	24.18	21.69	47.52	58.82	50.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.71	0.00	9.52	51.43	50.00	59.52	42.86	50.00	30.95
Grade 4	2.78	10.26	7.69	66.67	58.97	56.41	30.56	30.77	35.90
Grade 5	11.90	2.44	15.00	54.76	63.41	52.50	33.33	34.15	32.50
Grade 6	*	0.00	4.44	*	43.59	53.33	*	56.41	42.22
All Grades	7.09	3.27	9.04	54.61	54.25	55.42	38.30	42.48	35.54

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	5.71	2.94	7.14	42.86	29.41	38.10	51.43	67.65	54.76
Grade 4	0.00	7.69	7.69	55.56	53.85	56.41	44.44	38.46	35.90
Grade 5	0.00	7.32	5.00	47.62	43.90	50.00	52.38	48.78	45.00
Grade 6	*	5.13	6.67	*	33.33	55.56	*	61.54	37.78
All Grades	2.84	5.88	6.63	50.35	40.52	50.00	46.81	53.59	43.37

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	0.00	5.88	2.38	77.14	67.65	76.19	22.86	26.47	21.43
Grade 4	2.78	5.13	0.00	63.89	74.36	82.05	33.33	20.51	17.95
Grade 5	4.76	4.88	5.00	71.43	75.61	80.00	23.81	19.51	15.00
Grade 6	*	2.56	4.44	*	64.10	84.44	*	33.33	11.11
All Grades	2.84	4.58	3.01	65.96	70.59	80.72	31.21	24.84	16.27

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	5.71	5.88	2.38	57.14	29.41	71.43	37.14	64.71	26.19
Grade 4	2.78	2.56	10.26	80.56	74.36	58.97	16.67	23.08	30.77
Grade 5	9.52	4.88	10.00	59.52	68.29	60.00	30.95	26.83	30.00
Grade 6	*	2.56	13.33	*	64.10	62.22	*	33.33	24.44
All Grades	5.67	3.92	9.04	65.96	60.13	63.25	28.37	35.95	27.71

Conclusions based on this data:

1. Third Grade Students:

   Reading: 70% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
   Writing: 45% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
   Listening: 68% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
   Research and Inquiry:69% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.

   We need to continue to implement targeted small group instruction, individualized learning through adapted online platforms, and continue to develop strong reading foundations through Lexia Learning.

2. Fourth Grade Students:

   Reading: 65 of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
   Writing: 64% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
   Listening: 75% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
   Research and Inquiry: 70% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.

We need to continue to implement targeted small group instruction, individualized learning through adapted online platforms, and continue to develop strong reading foundations through Lexia Learning.

3.

Fifth Grade Students:

Reading: 65% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
Writing: 55% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
Listening: 81% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
Research and Inquiry:70% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.

We need to continue to implement targeted small group instruction, individualized learning through adapted online platforms, and continue to develop strong reading foundations through Lexia Learning.

Sixth Grade Students:

Reading: 58% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
Writing: 63% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
Listening: 64% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category.
Research and Inquiry: 75% of the students scored in the Standards Exceeded/Standards Met/Standards Nearly Met category. .

We need to continue to implement targeted small group instruction, individualized learning through adapted online platforms, and continue to develop strong reading foundations through Lexia Learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	35	42	35	34	42	35	34	42	79.5	97.1	100.0
Grade 4	42	41	40	37	40	39	37	40	39	88.1	97.6	97.5
Grade 5	49	44	40	42	41	40	42	41	40	85.7	93.2	100.0
Grade 6	48	43	45	28	39	45	28	39	45	58.3	90.7	100.0
All Grades	183	163	167	142	154	166	142	154	166	77.6	94.5	99.4

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2397.	2361.	2362.	8.57	2.94	2.38	14.29	17.65	19.05	31.43	20.59	14.29	45.71	58.82	64.29
Grade 4	2423.	2453.	2430.	2.70	12.50	0.00	16.22	10.00	30.77	40.54	50.00	23.08	40.54	27.50	46.15
Grade 5	2462.	2419.	2454.	7.14	2.44	12.50	11.90	2.44	7.50	38.10	36.59	25.00	42.86	58.54	55.00
Grade 6	2468.	2469.	2489.	7.14	0.00	13.33	14.29	15.38	20.00	25.00	33.33	28.89	53.57	51.28	37.78
All Grades	N/A	N/A	N/A	6.34	4.55	7.23	14.08	11.04	19.28	34.51	35.71	22.89	45.07	48.70	50.60

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.29	2.94	4.76	42.86	44.12	47.62	42.86	52.94	47.62
Grade 4	2.70	15.00	5.13	51.35	52.50	48.72	45.95	32.50	46.15
Grade 5	11.90	2.44	10.00	50.00	41.46	45.00	38.10	56.10	45.00
Grade 6	*	2.56	11.11	*	53.85	44.44	*	43.59	44.44
All Grades	9.15	5.84	7.83	46.48	48.05	46.39	44.37	46.10	45.78

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	8.57	8.82	7.14	45.71	35.29	40.48	45.71	55.88	52.38
Grade 4	5.41	17.50	5.13	51.35	45.00	58.97	43.24	37.50	35.90
Grade 5	7.14	2.44	12.50	42.86	48.78	47.50	50.00	48.78	40.00
Grade 6	*	5.13	11.11	*	48.72	48.89	*	46.15	40.00
All Grades	6.34	8.44	9.04	48.59	44.81	48.80	45.07	46.75	42.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	5.71	8.82	2.38	85.71	44.12	54.76	8.57	47.06	42.86
Grade 4	10.81	12.50	10.26	59.46	57.50	43.59	29.73	30.00	46.15
Grade 5	2.38	0.00	7.50	57.14	51.22	52.50	40.48	48.78	40.00
Grade 6	*	5.13	8.89	*	58.97	66.67	*	35.90	24.44
All Grades	7.04	6.49	7.23	62.68	53.25	54.82	30.28	40.26	37.95

Conclusions based on this data:

1. Third Grade Students:

   Concepts and Procedures : 53% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.
   Problem Solving & Modeling Data/Analysis: 47% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.
   Communicating Reasoning: 57% of the students scored in the Standards Exceeded/Standards Met /Nearly Met category.

   We need to continue to implement targeted small group instruction, individualized learning through adapted, online platforms, and emphasize early intervention for number sense through Counting Collections.

2. Fourth Grade Students:

   Concepts and Procedures :57% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.
   Problem Solving & Modeling Data/Analysis: 64 % of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.
   Communicating Reasoning: 54% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.

   We need to continue to implement targeted small group instruction, individualized learning through adapted, online platforms, and emphasize math fact automaticity.

3. Fifth Grade Students:

   Concepts and Procedures :55% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.

Problem Solving & Modeling Data/Analysis: 61% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.
Communicating Reasoning: 61% of the students scored in the Standards Exceeded/Standards Me/Nearly Met category.

We need to continue to implement targeted small group instruction, individualized learning through adapted, online platforms, and emphasize early intervention for number sense through Counting Collections.

Sixth Grade Students:

Concepts and Procedures : 56% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.
Problem Solving & Modeling Data/Analysis: 6% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.
Communicating Reasoning: 76% of the students scored in the Standards Exceeded/Standards Met/Nearly Met category.

We need to continue to implement targeted small group instruction, individualized learning through adapted, online platforms, and emphasize math fact automaticity.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	6	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										10	13	5

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	23.08	*	*	38.46	*	*	23.08	*	*	15.38	*	*	13	*

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	46.15	*	*	23.08	*	*	7.69	*	*	23.08	*	*	13	*

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.69	*	*	23.08	*	*	46.15	*	*	23.08	*	*	13	*

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	38.46	*	*	38.46	*	*	23.08	*	*	13	*

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	61.54	*	*	15.38	*	*	23.08	*	*	13	*

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	*	*	38.46	*	*	46.15	*	*	13	*

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	*	*	61.54	*	*	23.08	*	*	13	*

Conclusions based on this data:

1. Conclusions will be made when data is available.

School and Student Performance Data
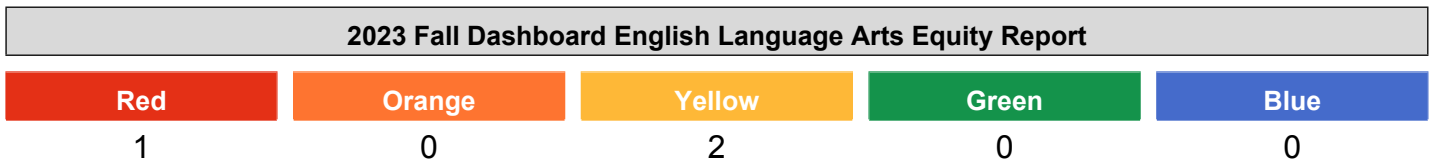
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
345	**65.2**	**2.6**	**0.3**
Total Number of Students enrolled in Burney Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	9	2.6
Foster Youth	1	0.3
Homeless	6	1.7
Socioeconomically Disadvantaged	225	65.2
Students with Disabilities	48	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
American Indian	55	15.9
Asian	1	0.3
Hispanic	67	19.4
Two or More Races	13	3.8
Pacific Islander	1	0.3
White	203	58.8

Conclusions based on this data:

1. 65% of the students at BES are socioeconomically disadvantaged.

2. 14% of the population are students with disabilities.

3. American Indian students appear to be underrepresented based on other data. Many of our American Indian students may also be counted as Two or More Races.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism contunues to be a area to focus on in 2022-2023.

2. BES will focus on alternative ways to respond appropriately and effectively when students misbehave, while keeping the students in school and moving forward educationally and behaviorally. We will implement Positive Behavior Interventions and Supports (PBIS) to reduce suspensions.

School and Student Performance Data

Academic Performance
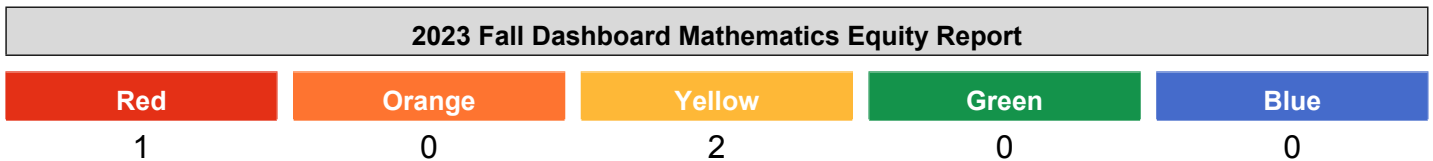## English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 54 points below standard Increased Significantly +19.4 points 164 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	Yellow 63.8 points below standard Increased Significantly +25.2 points 112 Students	Red 108.2 points below standard Maintained +1.2 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	84.7 points below standard Increased +10.4 points 27 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
55.1 points below standard Increased Significantly +57.4 points 24 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Yellow 41.7 points below standard Increased Significantly +15 points 101 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	Less than 11 Students 2 Students	55.6 points below standard Increased Significantly +18.4 points 158 Students

Conclusions based on this data:

1. There is not enough data to provide conclusions.
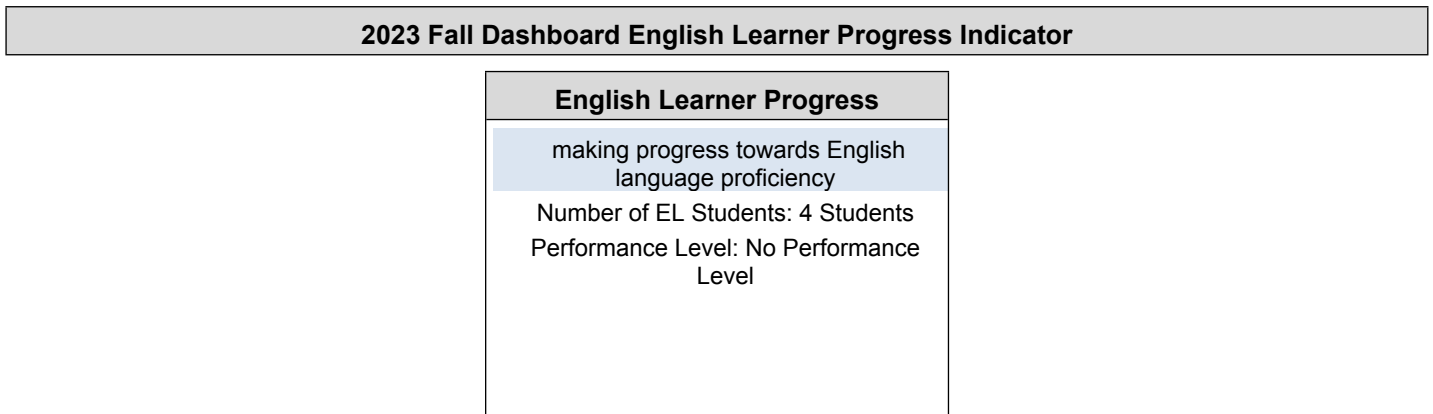
School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
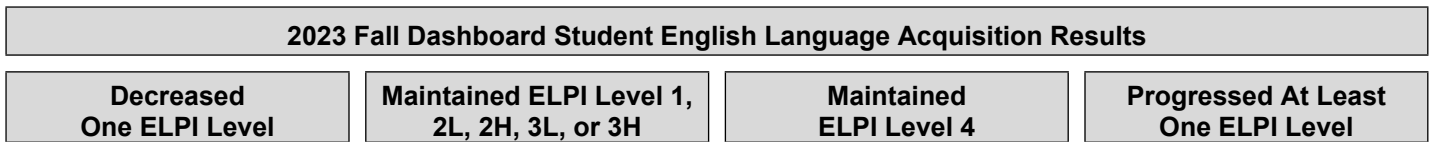
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Less than 11 Students	Less than 11 Students
64.1 points below standard		
Increased +9.9 points	3 Students	1 Student
164 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
	73.4 points below standard	133.3 points below standard
1 Student	Increased Significantly +18.3 points	Decreased -6.5 points
	112 Students	30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	92.4 points below standard Decreased -13.1 points 27 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
63.7 points below standard Increased Significantly +29.6 points 24 Students	Less than 11 Students 10 Students	No Performance Color 0 Students	Yellow 57.1 points below standard Increased +8.3 points 101 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 1 Student	Less than 11 Students 2 Students	65.5 points below standard Increased +9 points 158 Students

Conclusions based on this data:

1. Students in the socio disadvantaged student group showed a significant increase.

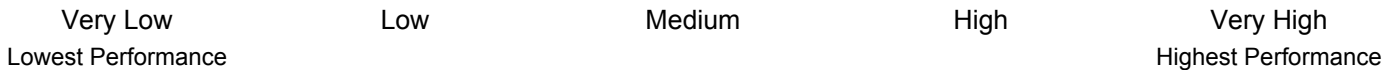# School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
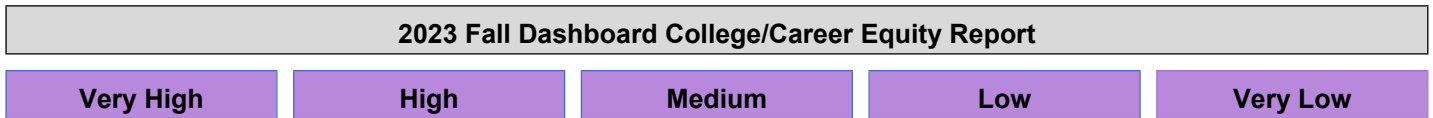
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
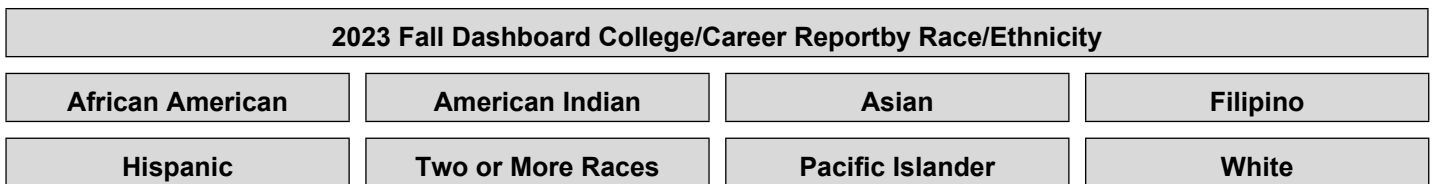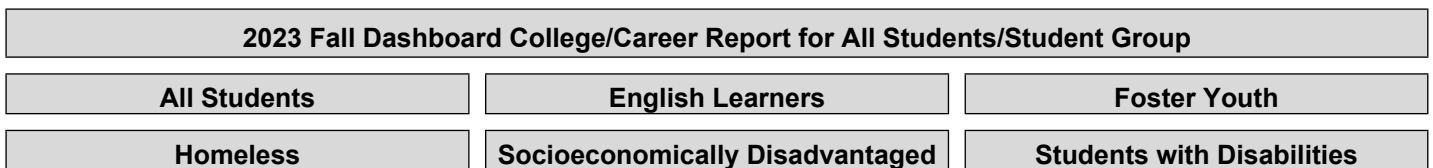
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 4 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. There is not enough data to provide conclusions.

School and Student Performance Data
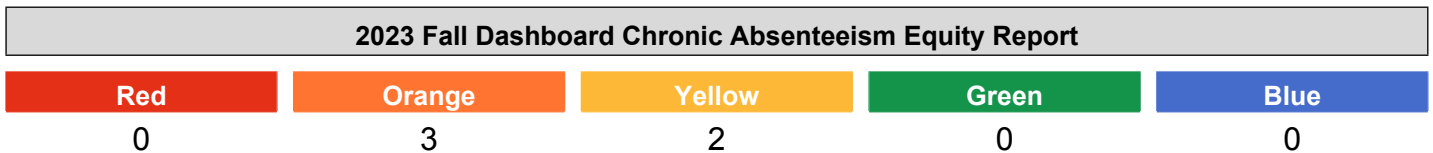
Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 35.2% Chronically Absent Declined Significantly -13.8 358 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 6 Students	Yellow 39.4% Chronically Absent Declined Significantly -16.6 254 Students	Orange 40% Chronically Absent Declined -23.6 55 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Orange 43.6% Chronically Absent Declined -5.3 55 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 38.2% Chronically Absent Declined -14.7 68 Students	28.6% Chronically Absent Declined -41.4 14 Students	Less than 11 Students 1 Student	Yellow 32.9% Chronically Absent Declined Significantly -13.1 216 Students

Conclusions based on this data:

1. 35% of students were identified as chronically absent in 2022-2023.

School and Student Performance Data

Academic Engagement
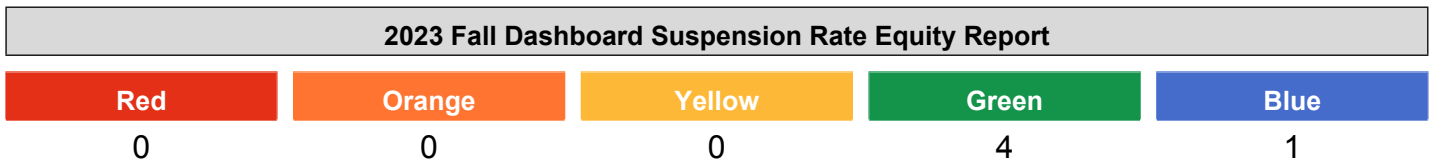## Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.
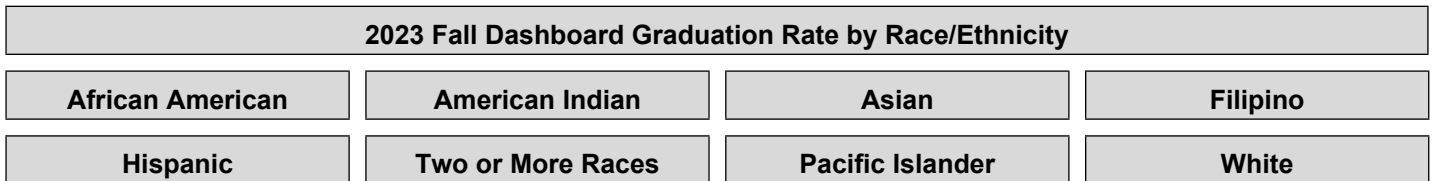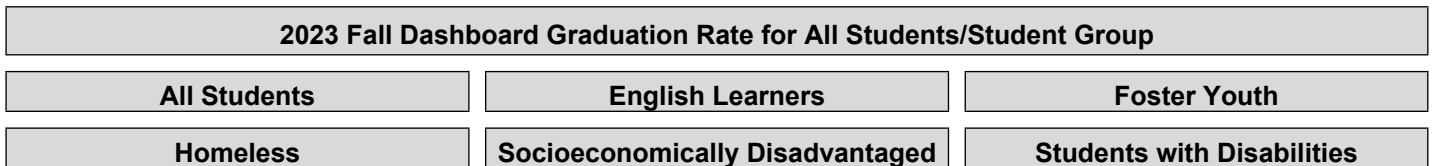
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 1.1% suspended at least one day Declined Significantly -1.5 373 Students	0% suspended at least one day Declined -7.7 12 Students	Less than 11 Students 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 6 Students	Green 1.1% suspended at least one day Declined Significantly -2.6 266 Students	Green 1.8% suspended at least one day Declined -1.7 57 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Green 1.8% suspended at least one day Declined -0.4 55 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Declined -2.9 71 Students	0% suspended at least one day Declined -9.5 15 Students	Less than 11 Students 1 Student	Green 1.3% suspended at least one day Declined -0.5 227 Students

Conclusions based on this data:

1. 1% of our socio disadvantaged students were suspended at least one day in the 2022-2023 school year.

2. 2% of our Native American students were suspended at least one day in the 2022-2023 school year.

3. 0% of our Hispanic students were suspended at least one day in the 2022-2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Goal 1, Priority 6

Goal 1

By June of the 2023-2024 school year, in order to maintain a safe learning environment for all students and staff, BES will provide monetary support for professional development and resources to implement trauma informed practices in 100% of the classrooms and by staff.

Identified Need

BES students need to feel safe to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Citations and alternate means of correction	In 2022-2023 we had 62 citations in TK - 6	Decreased citations and alternate means of correction
Burney Elementary will continue to expand their Positive Behavior Interventions and Support (PBIS) as well as continue to implment Second Step Social Emotional Learning (SEL) in addition to Tier 2 emotional regulations small group interventions to keep the school climate positie and safe for all learners.	No data available	We will see a reduction in office referrals and an increase in positive referrals (Raider Bucks, Positive Referrals, Fun Friday tickets) by 20%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Wellness Room

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Supplies for the Wellness Room
1499	Title I 4000-4999: Books And Supplies Character Strong Curricula
500	LCFF - Supplemental 4000-4999: Books And Supplies Calming Corners for classrooms

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased communication with family

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies Parent Education Night Books and Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue professional development in trauma informed practices

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Materials for Opportunity Classroom

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Opportunity lass

Strategy/Activity

Sensory materials, furniture

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 0000: Unrestricted Play equipment for healthy recesses

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Resources to support and resupply SPARK program for all grade levels

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies PE Equipment Refresh

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The BES Wellness room was completed in the summer of 2020. It conitinues to be an integral component of the positive behavior intervention and support plan. We have additionally added a new sensory room, "The Reef," for additional regulation and support specifically created for children with autism and regulation challenges.

Briefly 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.

None as of yet.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1: 100% of our students will graduate college and career ready.

Goal 2

For the 2023-2024, we will increase our ELA CAASPP Domain of Reading above standard from 13% to 18%.

Identified Need

All students should make one year's growth in all academic areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC/CAASPP (3rd - 6th)	13% above standard in ELA Reading Domain	18% above standard in ELA Reading Domain
District Benchmark Fluency	Kindergarten: September 20232, 40% know letter sounds and 51% can identify letters	June 2024 100% of Kinders will know their letter sounds and letter names.
District Benchmark Fluency	First Grade: 45% of the students know their high frequency words based on beginning of the year assessments	June 2024 80% of First Graders will master their sight words as measured on end of the year assessments.
District Benchmark Fluency	Second Graders September 2023: 26% are meeting the district fluency benchmark.	June 2024 80% of Second Graders will meet thedsitrcit fluency benchmark.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classrooms will have committed, highly qualified teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
2702	LCFF - Supplemental 4000-4999: Books And Supplies ESGI

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Grades Tk - 2nd

Strategy/Activity

Collaboration with grade level teams and vertical teams focusing on data anaylisis, a guaranteed
and viable curriculum (GVC) and effective instructional strategies focusing on the unique needs of
Foster Youth, English Learners, and Socio-economically Disadvantaged youth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
9500	LCFF - Supplemental 4000-4999: Books And Supplies Lexia Reading

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implementation of What I Need (WIN) blocks in Grades 1st - 3rd. Students participate in flexible,
skill based groupings targteing specific reading foundational skills 4 days/week for 40 minutes. Our
Title One teacher participates in the WIN groups to reduce the student teacher ratio.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
96660	Title I 1000-1999: Certificated Personnel Salaries Title 1 Teacher Salary

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Individualized learning - Freckle, Lexia

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The goals were fully implemented and we have made great strides toward meeting them.

Briefly 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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA and Math

LEA/LCAP Goal

Goal 1

Goal 3

By June of the 2023/24 school year, 80% of 1st-6th grade students will meet or exceed their end of year growth projection (from Fall to Spring of each year) in both ELA as measured by NWEA/MAP.

Identified Need

Increase test scores

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA	Fall NWEA test scores	One year's growth as projected by NWEA

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students read independently and take quizzes online to increase reading fluency and comprehension.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2205	Title I 4000-4999: Books And Supplies Renaissance/Accelerted Reader

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improve reading comprehesion in all subjects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We maintain a 1:1 ratio of chromebooks to amplify and individualize studnent instruction.

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

Previously Title I monies were budgeted to pay for Chromebooks for grades 1-3, the district has since absorbed that cost.

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Community Engagement and communication.

LEA/LCAP Goal

Parents and stakeholders will be involved in various aspects of the children's school education including, but not limited to volunteer opportunities, parent trainings, and open dialogue.

Goal 4

We will increase our onsite volutneerism to 35% of our total enrollment.

Identified Need

All students and programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parents/guardians volunteering.	5% of student enrollment currently volunteering	25% of our student enrollment. (81 volunteers)
Perecent of parents participating in parent education trainings (in person and online)	10% participation	To increase attendance at trimester parent education trainings to 35%
Percent of parents participating in Raider Family Committee	20 regular participants	To increase from 25 participants to 50.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Request help , events and activities in weekly newsletter and social media.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The goals were fully implemented and we have made great strides toward meeting them.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$118,066.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$105,364.00

Subtotal of additional federal funds included for this school: $105,364.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF - Supplemental	$12,702.00

Subtotal of state or local funds included for this school: $12,702.00

Total of federal, state, and/or local funds for this school: $118,066.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	12,702.00
Title I	105,364.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	96,660.00
4000-4999: Books And Supplies	17,906.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,702.00
0000: Unrestricted	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	96,660.00
4000-4999: Books And Supplies	Title I	5,204.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,999.00
Goal 2	108,862.00
Goal 3	2,205.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Tara Aderman	Principal
Krissy Crabs	Classroom Teacher
Julie Lattka	Classroom Teacher
Marcie Johnson	Classroom Teacher
Thomas Mitchell	Classroom Teacher Other School Staff
Kevin Bower	Parent or Community Member
Melissa Madden	Parent or Community Member
Rachel Steed	Classroom Teacher Parent or Community Member
Lynette Darst	Other School Staff 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

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 February 27, 2024.

Attested:

Signature	
	Principal, Tara Aderman on 2/27/24
	SSC Chairperson, Krissy Crabs on 2/27/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019