School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Biggs Elementary School	04614086002943	May 24, 2024	June 12, 2024

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

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

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

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

This plan is being used by Biggs Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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

Table of Contents

Plan Description

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

This plan is being used by Biggs Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

As a Title I Schoolwide Program, Biggs Elementary School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, the i-Ready program, and running records, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with BUSD LCAP goals. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Biggs Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC and ELAC planning process

October 12, 2023 We held elections, went over the bi- laws, and set dates for the upcoming meetings. .

January 25, 2024 Input for the LCAP and SPSA. Improving scores, increasing parent engagement, providing a counselor, more afterschool programs, and incentives for attendance and achievement.

May 21, 2024 approve the SPSA

Goals are in line with the district LCAP
Goal 1: Create conditions for college and career readiness
Goal 2: Plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.
Goal 3: Promote student engagement and a school culture conducive to learning

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

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

Suspension rate is in the orange (6.3%) Students with disabilities is in the orange (8.2%) White students (9.8%)

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

ELA: ELD students are the red. Math: ELD (104.1 PBS); Hispanic (101 PBS); Low income (98.7 PBS)
Chronic Absenteeism: Hispanic 23%, homeless 29.1%, Students with disabilities 32.2%.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.84%	0.3%	3	3	1
African American	3.9%	3.36%	2.4%	13	12	8
Asian	2.4%	2.24%	4.2%	8	8	14
Filipino	%	%	0%		0	0
Hispanic/Latino	40.2%	40.06%	40.54%	136	143	135
Pacific Islander	0.6%	0.28%	0.3%	2	1	1
White	51.8%	52.94%	51.95%	175	189	173
Multiple/No Response	0.3%	0.28%	0.3%	1	1	1
			Total Enrollment	338	357	333

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	52	48
Grade 1	43	37	31
Grade 2	40	35	31
Grade3	31	37	33
Grade 4	34	37	31
Grade 5	33	36	34
Grade 6	37	36	29
Grade 7	32	52	45
Grade 8	39	35	51
Total Enrollment	338	357	333

Conclusions based on this data:

1. White and Hispanic students make up the majority of the student population

2. The school enrollment is declining

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	40	39	35	11.8%	10.9%	10.5%
Fluent English Proficient (FEP)	32	31	32	9.5%	8.7%	9.6%
Reclassified Fluent English Proficient (RFEP)	3			7.5%		9.0%

Conclusions based on this data:

1. We have a slight decline in English learners

2. Fluent English proficient stayed the same

3. The rate for reclassification declined by 3%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# 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	35	32	33	0	31	32	0	31	32	0.0	96.9	97.0
Grade 4	35	36	28	0	35	26	0	35	26	0.0	97.2	92.9
Grade 5	32	34	36	0	34	36	0	34	36	0.0	100.0	100.0
Grade 6	40	37	31	0	36	31	0	36	31	0.0	97.3	100.0
Grade 7	32	52	41	0	50	41	0	50	41	0.0	96.2	100.0
Grade 8	42	34	50	0	33	50	0	33	50	0.0	97.1	100.0
All Grades	216	225	219	0	219	216	0	219	216	0.0	97.3	98.6

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

Grade Level	Overall Achievement for All Students														
	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		2419.	2367.		22.58	0.00		22.58	31.25		22.58	21.88		32.26	46.88
Grade 4		2396.	2445.		8.57	23.08		11.43	3.85		17.14	42.31		62.86	30.77
Grade 5		2456.	2438.		8.82	5.56		23.53	22.22		20.59	19.44		47.06	52.78
Grade 6		2471.	2514.		2.78	12.90		19.44	29.03		38.89	29.03		38.89	29.03
Grade 7		2507.	2504.		6.00	2.44		24.00	31.71		40.00	26.83		30.00	39.02
Grade 8		2533.	2519.		12.12	4.00		21.21	22.00		27.27	40.00		39.39	34.00
All Grades	N/A	N/A	N/A		9.59	6.94		20.55	24.07		28.77	30.09		41.10	38.89

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		22.58	3.13		54.84	68.75		22.58	28.13
Grade 4		8.57	*		51.43	*		40.00	*
Grade 5		2.94	11.11		70.59	52.78		26.47	36.11
Grade 6		8.33	19.35		58.33	54.84		33.33	25.81
Grade 7		4.00	19.51		70.00	46.34		26.00	34.15
Grade 8		12.12	6.00		60.61	62.00		27.27	32.00
All Grades		9.13	12.04		61.64	58.33		29.22	29.63

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.45	0.00		58.06	50.00		35.48	50.00
Grade 4		5.88	*		41.18	*		52.94	*
Grade 5		5.88	0.00		61.76	61.11		32.35	38.89
Grade 6		0.00	12.90		50.00	54.84		50.00	32.26
Grade 7		6.00	7.32		62.00	56.10		32.00	36.59
Grade 8		9.09	6.00		60.61	56.00		30.30	38.00
All Grades		5.50	6.02		55.96	56.48		38.53	37.50

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		9.68	0.00		80.65	84.38		9.68	15.63
Grade 4		8.57	*		62.86	*		28.57	*
Grade 5		8.82	11.11		73.53	72.22		17.65	16.67
Grade 6		16.67	9.68		52.78	77.42		30.56	12.90
Grade 7		16.00	9.76		60.00	73.17		24.00	17.07
Grade 8		24.24	8.00		57.58	76.00		18.18	16.00
All Grades		14.16	8.80		63.93	75.93		21.92	15.28

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	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		29.03	3.13		48.39	59.38		22.58	37.50
Grade 4		5.71	*		62.86	*		31.43	*
Grade 5		2.94	0.00		64.71	75.00		32.35	25.00
Grade 6		5.56	22.58		69.44	54.84		25.00	22.58
Grade 7		8.00	9.76		66.00	58.54		26.00	31.71
Grade 8		21.21	4.00		54.55	66.00		24.24	30.00
All Grades		11.42	6.94		61.64	64.35		26.94	28.70

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Conclusions based on this data:

1. School and district wide the CAASP scores improved.

2. We will continue to use standards aligned instructional materials to teach state standards.

3. We will continue to provide intervention based on analysis of student data.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

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	35	32	33	0	31	32	0	31	32	0.0	96.9	97.0
Grade 4	35	36	28	0	35	26	0	35	26	0.0	97.2	92.9
Grade 5	32	34	36	0	34	36	0	34	36	0.0	100.0	100.0
Grade 6	40	37	31	0	36	31	0	36	31	0.0	97.3	100.0
Grade 7	32	52	41	0	51	41	0	51	41	0.0	98.1	100.0
Grade 8	42	34	50	0	33	50	0	33	50	0.0	97.1	100.0
All Grades	216	225	219	0	220	216	0	220	216	0.0	97.8	98.6

Overall Participation for All Students

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

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		2423.	2404.		19.35	6.25		32.26	31.25		22.58	25.00		25.81	37.50
Grade 4		2374.	2449.		0.00	11.54		5.71	19.23		22.86	38.46		71.43	30.77
Grade 5		2435.	2411.		8.82	2.78		5.88	5.56		17.65	16.67		67.65	75.00
Grade 6		2447.	2472.		5.56	3.23		11.11	19.35		25.00	29.03		58.33	48.39
Grade 7		2454.	2470.		3.92	2.44		3.92	14.63		23.53	26.83		68.63	56.10
Grade 8		2411.	2450.		0.00	4.00		3.03	6.00		15.15	20.00		81.82	70.00
All Grades	N/A	N/A	N/A		5.91	4.63		9.55	14.81		21.36	25.00		63.18	55.56

Overall Achievement for All Students

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		22.58	12.50		41.94	53.13		35.48	34.38
Grade 4		2.86	*		22.86	*		74.29	*
Grade 5		2.94	0.00		29.41	27.78		67.65	72.22
Grade 6		5.56	3.23		33.33	35.48		61.11	61.29
Grade 7		1.96	2.44		41.18	41.46		56.86	56.10
Grade 8		3.03	2.00		21.21	34.00		75.76	64.00
All Grades		5.91	5.56		32.27	37.96		61.82	56.48

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		16.13	18.75		58.06	50.00		25.81	31.25
Grade 4		0.00	*		34.29	*		65.71	*
Grade 5		8.82	2.78		38.24	33.33		52.94	63.89
Grade 6		2.78	9.68		44.44	45.16		52.78	45.16
Grade 7		3.92	4.88		47.06	51.22		49.02	43.90
Grade 8		3.03	2.00		21.21	54.00		75.76	44.00
All Grades		5.45	7.87		40.91	46.76		53.64	45.37

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		22.58	9.38		54.84	68.75		22.58	21.88
Grade 4		0.00	*		45.71	*		54.29	*
Grade 5		2.94	0.00		52.94	50.00		44.12	50.00
Grade 6		8.33	9.68		63.89	64.52		27.78	25.81
Grade 7		1.96	0.00		50.98	68.29		47.06	31.71
Grade 8		0.00	4.00		42.42	50.00		57.58	46.00
All Grades		5.45	5.09		51.82	59.72		42.73	35.19

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

Conclusions based on this data:

1. We showed improvement overall district wide on math CAASP scores.

2. We will continue to use standards aligned instructional materials to teach state standards.

3. Data analysis of both the interim tests and curriculum embedded assessments will be utilized to determine student weaknesses and strengths and interventions will be aligned to achieve student mastery of common core standards.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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	*	5
1	*	*	*	*	*	*	*	*	*	5	*	*
2	*	*	*	*	*	*	*	*	*	8	5	*
3	*	*	*	*	*	*	*	*	*	*	6	5
4	*	*	*	*	*	*	*	*	*	4	*	5
5	*	*	*	*	*	*	*	*	*	*	6	*
6	*	*	*	*	*	*	*	*	*	5	4	6
7	*	*	*	*	*	*	*	*	*	4	6	4
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										40	37	37

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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Overall Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	16.22	5.41	37.50	27.03	40.54	27.50	35.14	27.03	22.50	21.62	27.03	40	37	37

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Oral Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.50	37.84	32.43	45.00	37.84	32.43	17.50	13.51	16.22	15.00	10.81	18.92	40	37	37

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Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	5.41	2.70	15.00	16.22	13.51	37.50	43.24	37.84	37.50	35.14	45.95	40	37	37

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	18.92	10.81	82.50	67.57	67.57	7.50	13.51	21.62	40	37	37

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Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	48.65	56.76	45.00	32.43	27.03	17.50	18.92	16.22	40	37	37

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

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	8.11	2.70	37.50	40.54	40.54	50.00	51.35	56.76	40	37	37

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| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.50	2.70	10.81	57.50	70.27	59.46	35.00	27.03	29.73	40	37	37

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Conclusions based on this data:

1. District wide, 50% of students showed improvement on the ELPAC.

2. District wide, 9% of students were reclassified.

3. We will provide training to teachers on designated and integrated ELD instruction.

School and Student Performance Data

California School Dashboard
Student Population

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
333	**65.8**	**10.5**	**2.7**
Total Number of Students enrolled in Biggs 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	35	10.5
Foster Youth	9	2.7
Homeless	47	14.1
Socioeconomically Disadvantaged	219	65.8
Students with Disabilities	48	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2.4
American Indian	1	0.3
Asian	14	4.2
Hispanic	135	40.5
Two or More Races	1	0.3
Pacific Islander	1	0.3
White	173	52

Conclusions based on this data:

1. Percentage of students in each subgroup stayed consistent.

2. Over half of Biggs Elementary School students fall within socioeconomically disadvantaged subgroup.

School and Student Performance Data
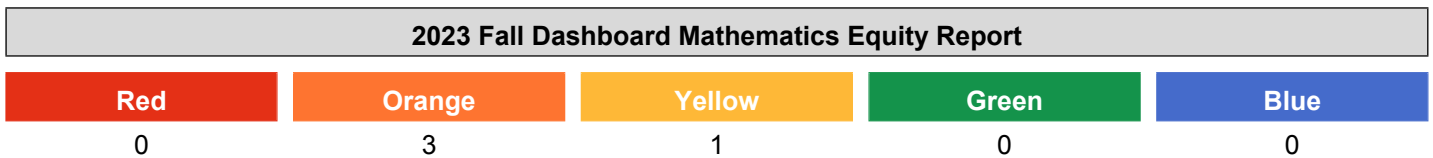
Overall Performance

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

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** Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. All areas on the performance dashboard are concerning, except for English Learner progress.

2. We have shown improvement from the prior year.

3. We will continue to work on ELA, Math, the suspension rate and chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

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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	3	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	Red	Less than 11 Students
42.3 points below standard	78.2 points below standard	
Increased +6.4 points	Decreased Significantly -20.1 points	7 Students
204 Students	37 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
9.9 points below standard	Yellow	120 points below standard
Increased Significantly +18.4 points	55.8 points below standard	Decreased -7 points
23 Students	Increased +13.6 points	29 Students
	132 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 61.1 points below standard Increased +9.8 points 87 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Yellow 24.1 points below standard Increased +4.1 points 103 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**
131.8 points below standard	21.7 points below standard	37.2 points below standard
Decreased Significantly -43.9 points	Decreased -13.9 points	Increased +10.6 points
19 Students	18 Students	155 Students

Conclusions based on this data:

1. Overall, BUSD increased significantly.

2. ELD students decreased significantly.

3. Homeless and students with disabilities decreased significantly.

School and Student Performance Data

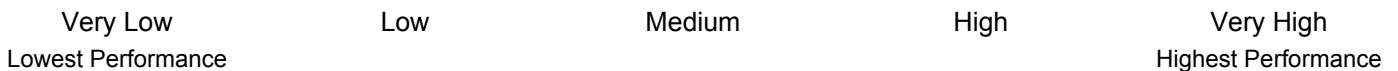## Academic Performance
Mathematics

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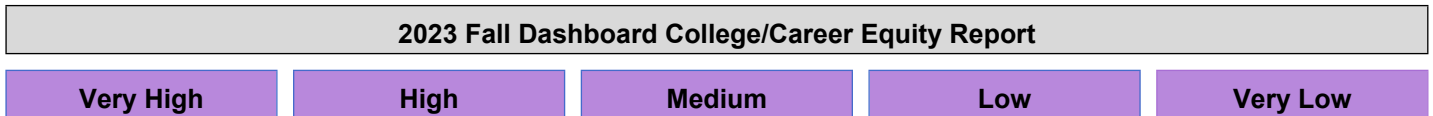
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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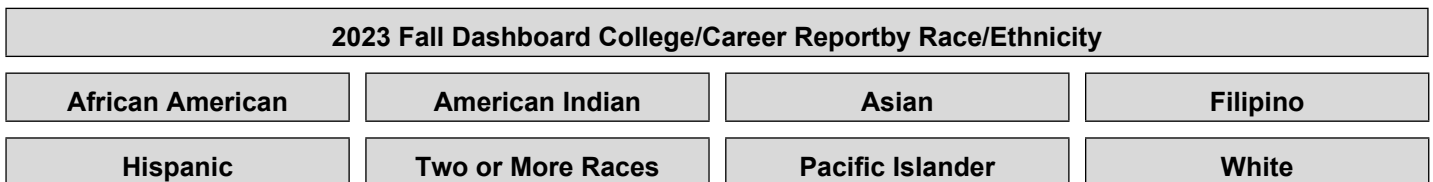
Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	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	Orange	Less than 11 Students
85.6 points below standard	104.1 points below standard	
Increased Significantly +17.6 points	Increased +6.2 points	7 Students
205 Students	37 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
92.5 points below standard	Orange	143.2 points below standard
Increased Significantly +15.1 points	98.7 points below standard	Increased +7.8 points
23 Students	Increased Significantly +21 points	29 Students
	133 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	No Performance Color
7 Students	0 Students	5 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	Less than 11 Students	Yellow
101 points below standard	1 Student	1 Student	72.9 points below standard
Increased Significantly +22.4 points			Increased +10.7 points
87 Students			104 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
132.2 points below standard	74.4 points below standard	82.7 points below standard
Maintained +2.3 points	Decreased -5.1 points	Increased Significantly +17.7 points
19 Students	18 Students	156 Students

Conclusions based on this data:

1. Overall, we increased significantly..

2. Students with disabilities maintained.

School and Student Performance Data

Academic Performance
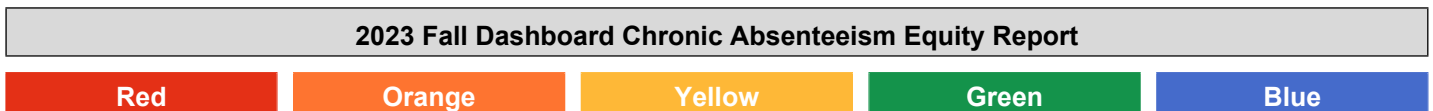### English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
50 points above standard making progress towards English language proficiency
Number of EL Students: 32 Students
Performance Level: 3
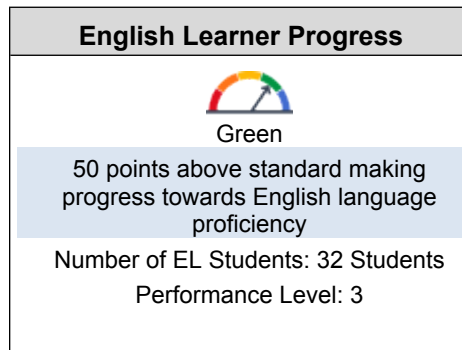
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
3	13	0	16

Conclusions based on this data:

1. We are in the GREEN!

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.

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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

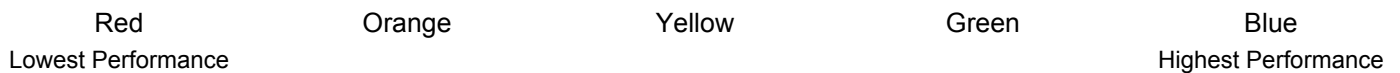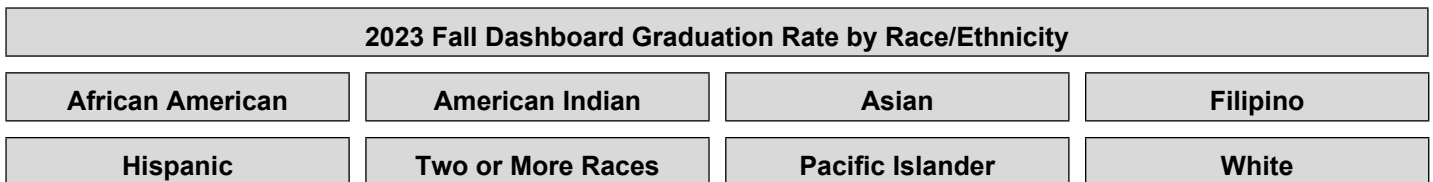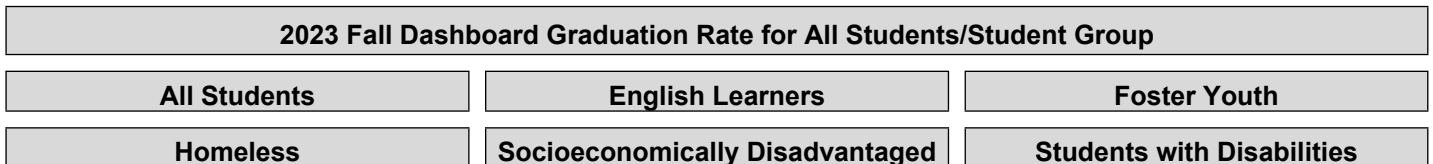| 2023 Fall Dashboard College/Career Reportby Race/Ethnicity |
|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1.
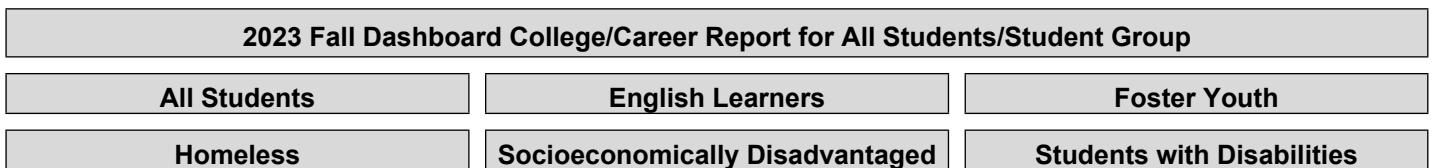
School and Student Performance Data

Academic Engagement
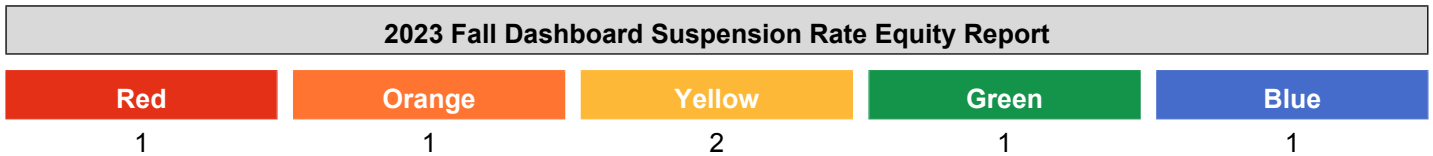### Chronic Absenteeism

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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

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	Yellow	Less than 11 Students
23.9% Chronically Absent	15.2% Chronically Absent	
Declined Significantly -22.7	Declined -18.9	9 Students
352 Students	46 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Orange
29.1% Chronically Absent	27.7% Chronically Absent	32.2% Chronically Absent
Declined -34.5	Declined Significantly -24.7	Declined -33.9
55 Students	238 Students	59 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	7.1% Chronically Absent 0 14 Students	No Performance Color 0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange 23% Chronically Absent Declined -24.4 148 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Yellow 26.8% Chronically Absent Declined Significantly -18.5 179 Students

Conclusions based on this data:

1. Chronic absenteeism has declined significantly for all groups.

2. Our only group in the orange is the homeless group.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate 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

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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**
1	1	2	1	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**
Orange	Blue	Less than 11 Students
6.3% suspended at least one day	0% suspended at least one day	9 Students
Declined -0.9	Declined -4.9	
364 Students	47 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
5.2% suspended at least one day	6.9% suspended at least one day	8.2% suspended at least one day
Declined -10.4	Declined Significantly -3.3	Declined -2
58 Students	247 Students	61 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 1 Student	0% suspended at least one day 14 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 2.6% suspended at least one day Declined Significantly -2.8 155 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Red 9.8% suspended at least one day Increased 0.6 184 Students

Conclusions based on this data:

1. Suspension rate remains a concern.

2. We have plans in place to reduce suspension for our white population.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

BES will provide conditions of learning to develop college and career ready students to promote to the next grade.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal # 1: BES will provide conditions of learning to develop college and career ready students to promote to the next grade.

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

1. Ensure our teachers are properly qualified and credentialed as only 86% are fully credentialed.
2. Need a school counselor and are actively looking for a qualified candidate.
3. We are piloting math curriculum that is aligned with the new Math Framework as well as the state standards.
4. We are looking to pilot ELA curriculum in the next two years.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fully credentialed teachers	86%	100%
Standards aligned Instructional materials	100% access to instructional materials SARC	Maintain 100%
Hiring a qualified counselor	currently no counselor	Hire a qualified counselor

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	BUSD will hire and maintain fully credentialed and appropriately assigned teachers. All teachers TK-8 have multiple subject credentials. Teachers in 9-12 have single subject credentials in the subject they teach.	All students	303,889.36 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Salaries and benefits 300,000

			LCFF - Supplemental
1.2	We will pilot and purchase new Math and ELA curriculum in grades TK-12 in order to provide curriculum in the most current California State Standards.. We will maintain and provide supplementary curriculum as needed in social studies, science. and ELD curriculum in grades TK-12 in current California State Standards.	All students	90,145.00 Title I Part A: Allocation 4000-4999: Books And Supplies Curriculum 29,835.00 Title I Part A: Allocation 3000-3999: Employee Benefits
1.3	Fund a fulltime counselor with 15 extra days to provide students support at the elementary level.	Students who would benefit from counseling	20,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor None Specified None Specified
1.4	Professional Development: provide professional development in math, ELA, history and science		4000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development Other None Specified Other None Specified
1.5	New Teacher Support: Play for new teachers induction program	All students	8,000 LCFF - Supplemental
1.6	Classified Staff: Provide paras to support classroom teachers and supervise recesses. We will also provide training for the paras to allow them to facilitate reading groups in the classrooms.	All students	100,000 LCFF - Supplemental
1.7	Family Literacy Night	All students	1000 LCFF - Supplemental
1.8	STEM Night: Provide an evening for families to introduce NGSS standards through exploration	All students	1000 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

All of these actions were implemented. We provided professional development, did our best to provide credentialed teachers, provided a STEM night and a Family Literacy Night, provided new teachers induction, provided para professionals and provided standards aligned instructional materials. Family Night will be improved moving forward. Free books will be provided and students will have access to the book fair. All of these actions were effective in helping create the optimal conditions for learning.

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

There were no major differences.

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

Will will improve Family Literacy Night by hosting it as a stand alone event where activities take place in the classrooms. In addition, we will be piloting new math and reading curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

BES will analyze data and provide plans and programs to maximize student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: BUSD will plan programs, develop plans, and provide data from assessments that will maximize student outcomes.

Identified Need

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

Biggs Elementary has improved math scores by 17.6 points and ELA by 6.4 points but we strive for a more robust improvement. We will pilot math curriculum aligned with the new Framework to improve student math performance. Our PD is directed at best practices in math instruction. We also need to raise our ELD reclassification %.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for both a data coordinator and professional development time	All students, with an emphasis on ELD students	0 LCFF 5000-5999: Services And Other Operating Expenditures
2.2	K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady K-5 and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	All students, with an emphasis on ELD students .	0

2.3	Maintain an ELA intervention specialist K-5 to provide support to teachers in looking at data, coach teachers in ELA best practices, and pull out struggling students for intervention.	All students, with an emphasis on ELD students	71943 LCFF - Supplemental
2.4	Students will receive designated and ELD services from a credentialled teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. Middle school and high school will get additional pull out support. This action should improve the CAASPP scores in ELA for ELD students districtwide and at Biggs Elementary, which is in the red on the California School Dashboard.	All students with an emphasis on ELD	5000 LCFF - Supplemental
2.5			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 3

Title and Description of School Goal

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

BUSD will improve student engagement and school climate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 3: Biggs Unified School District will promote student engagement and a school culture conducive to learning.

Identified Need

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

Our approach to improving school climate consists of improving parent involvement, addressing SEL needs through curriculum, use of a counselor, and an alternative plan to suspensions.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	BES and RES will increase family events by adding a math night, grandparents day, and parent coffees.	All students	1000 LCFF - Supplemental None Specified
3.2	Implement a schoolwide PBIS system that encourages and rewards positive behavior. We will work with BCOE to provide training to teachers and administrators on PBIS. Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives are given for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Biggs Elementary Code of Conduct supported by all staff.	.All students	5000 LCFF - Supplemental None Specified

3.3	Alternatives to suspensions: We will provide a reflection room as an alternative to suspension. The reflection room provides a place for students to reflect on their behavior, make restitution, and reset in order to be able to join their classmates. Accountability projects and a structured day will also be available to students in order to learn from their mistakes and repair relationships. This will help with our suspension day which is a RED for white students.	All students	0 Other None Specified None Specified None Specified None Specified None Specified None Specified None Specified
3.4	SEL Curriculum: Purchase Wayfinder Curriculum and provide professional development in order to support social emotional learning. We are in the process of hiring a counselor.	All students	10,000 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$950,812.36
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$119,980.00
Title I Part A: Basic Grants Low-Income and Neglected	$303,889.36

Subtotal of additional federal funds included for this school: $423,869.36

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	$0.00
LCFF - Supplemental	$526,943.00
Other	$0.00

Subtotal of state or local funds included for this school: $526,943.00

Total of federal, state, and/or local funds for this school: $950,812.36

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	0.00
LCFF - Supplemental	526,943.00
Other	0.00
Title I Part A: Allocation	119,980.00
Title I Part A: Basic Grants Low-Income and Neglected	303,889.36

Expenditures by Budget Reference

Budget Reference	Amount
	486,943.00
1000-1999: Certificated Personnel Salaries	323,889.36
3000-3999: Employee Benefits	29,835.00
4000-4999: Books And Supplies	90,145.00
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00
	LCFF - Supplemental	496,943.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,000.00
None Specified	LCFF - Supplemental	6,000.00
None Specified	Other	0.00
3000-3999: Employee Benefits	Title I Part A: Allocation	29,835.00
4000-4999: Books And Supplies	Title I Part A: Allocation	90,145.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	303,889.36

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	857,869.36
Goal 2	76,943.00
Goal 3	16,000.00
Goal 5	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tracey McPeters	Principal
Holly Perkins	Classroom Teacher
Monica McDaniel	Classroom Teacher
Justine Speegle	Classroom Teacher
Emily Bertalino	Parent or Community Member
Kelly Lewis	Parent or Community Member
Brandi Mower	Parent or Community Member
Ashley Tanner	Parent or Community Member
Janet Thao	Parent or Community Member
MaryCarmen Raya	Parent or Community Member
Allison Thangval	Other School Staff
Natali Gonzalez	Other School Staff

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 .

Attested:

Principal, Tracey McPeters on May 24, 2024

SSC Chairperson, Kelly Lewis on May 24, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

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

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

  * ATSI Planning Requirements (see Planning Requirements tab):
    https://www.cde.ca.gov/sp/sw/t1/tsi.asp

  * ATSI Planning and Support Webinar:
    https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

  * ATSI Planning Summary for Charters and Single-school Districts:
    https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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