

School Year:

2025-26



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James M. Burchfield Primary School	06-61598-6003495	January 15, 2026	February 9, 2026

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

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

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

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

This plan is being used by James M. Burchfield Primary 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

- SPSA Title Page ..... 1
- Table of Contents..... 3
- Plan Description ..... 5
- Educational Partner Involvement ..... 5
- Resource Inequities ..... 5
- Comprehensive Needs Assessment Components ..... 5
  - California School Dashboard (Dashboard) Indicators ..... 5
  - Other Needs ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 9
  - ELPAC Results ..... 13
  - Student Population ..... 16
  - Overall Performance ..... 18
  - Academic Performance ..... 20
  - Academic Engagement ..... 25
  - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
  - Goal 1..... 29
  - Goal 2..... 34
  - Goal 3..... 38
- Budget Summary ..... 41
  - Budget Summary ..... 41
  - Other Federal, State, and Local Funds ..... 41
- Budgeted Funds and Expenditures in this Plan ..... 42
  - Funds Budgeted to the School by Funding Source..... 42
  - Expenditures by Funding Source ..... 42
  - Expenditures by Budget Reference ..... 42
  - Expenditures by Budget Reference and Funding Source ..... 42
  - Expenditures by Goal..... 43
- School Site Council Membership ..... 44
- Recommendations and Assurances ..... 45
- Instructions..... 46
- Appendix A: Plan Requirements ..... 53
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 56
- Appendix C: Select State and Federal Programs ..... 59



# 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 James M. Burchfield Primary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Colusa Unified School District provides a weekly collaboration time for all sites in order to thoroughly include TK - 12 teachers, administration and other employees in site-level Professional Learning Communities (PLCs) as well as monthly district level professional development to maintain transparent communication from the superintendent and district office. The site administration facilitates the needs assessment process to analyze our student achievement data, identify prioritized needs, create action steps and communicate with our educational partners (SSC, ELAC, Parent Club). The CUSD leadership team work together to create long-term Action Plans to maintain our current strengths while taking necessary steps of improvement on identified areas in need of attention tied to our LCAP goals. Our CUSD administrative team conducts an annual evaluation of the actions taken to improve student achievement in 2025-2026 school year in order to determine next steps as well as new potential areas of focus.

## Educational Partner Involvement

How, when, and with whom did James M. Burchfield Primary 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

The School Site Council and English Language Acquisition Committee (ELAC) have been involved in monthly meetings discussing plans that focus on an after school intervention program that partners or is an extension of ASES, the vision and goals at BPS, reviewing and updating our site safety plan, MLL Master Plan, our site SARC, and our site single plan. The parent groups have gone through a needs assessment process to thoroughly gather feedback to directly impact our Single Plan for Student Achievement as well as our district LCAP process. The parent groups also focus on utilizing parental support for teachers and classrooms. Monthly staff meetings and weekly PLC's were used to collaborate with staff about the focus of school goals as they line up with the district goals: academics, technology, community, and facilities.

## 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.

Red Indicator:

Chronic Absenteeism: Homeless, Socioeconomically Disadvantaged

Orange Indicator:

Overall - Chronic Absenteeism: Multilingual Learners, Students with Disabilities, Hispanic

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.

There were no student groups that were two or more performance levels below the "all student" performance for our school.

## **Other Needs**

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

N/A

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.64%	3.36%	2.79%	12	15	12
African American	1.32%	1.35%	0.47%	6	6	2
Asian	0.88%	0.67%	0.70%	4	3	3
Filipino	0%	%	%	0		
Hispanic/Latino	72.25%	72.87%	71.86%	328	325	309
Pacific Islander	0%	%	%	0		
White	20.93%	18.16%	18.60%	95	81	80
Two or More Races	1.54%	2.47%	3.72%	7	11	16
Not Reported	0.44%	1.12%	1.86%	2	5	8
<b>Total Enrollment</b>				454	446	430

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten		30	38
Kindergarten	126	80	87
Grade 1	105	99	88
Grade 2	137	109	105
Grade3	86	128	112
<b>Total Enrollment</b>	454	446	430

#### Conclusions based on this data:

1. The decrease of enrollment is largely due to smaller class sizes.
2. The total enrollment for 2024-2025 for BPS was 430 students.
3. The enrollment numbers declined slightly year over year indicating declining enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	169	148	131	37.2%	33.2%	30.5%
Fluent English Proficient (FEP)	22	29	23	4.8%	6.5%	5.3%

### Conclusions based on this data:

1. We are showing fewer Multilingual Learners year over year.
2. The percentage of Multilingual students remained consistent, varying by no more than 1%.
3. We have increased in the number of students that have been reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	85	127	112	83	125	111	83	125	111	97.6	98.4	99.1
All Grades	85	127	112	83	125	111	83	125	111	97.6	98.4	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2395.	2383.	2402.	10.84	9.60	19.82	28.92	13.60	16.22	26.51	33.60	23.42	33.73	43.20	40.54
All Grades	N/A	N/A	N/A	10.84	9.60	19.82	28.92	13.60	16.22	26.51	33.60	23.42	33.73	43.20	40.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.64	7.20	12.61	65.06	67.20	63.06	25.30	25.60	24.32
All Grades	9.64	7.20	12.61	65.06	67.20	63.06	25.30	25.60	24.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.61	2.40	11.71	60.24	56.00	52.25	36.14	41.60	36.04
All Grades	3.61	2.40	11.71	60.24	56.00	52.25	36.14	41.60	36.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.02	11.20	9.01	78.31	68.00	75.68	15.66	20.80	15.32
All Grades	6.02	11.20	9.01	78.31	68.00	75.68	15.66	20.80	15.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.82	6.40	14.41	69.88	65.60	64.86	25.30	28.00	20.72
All Grades	4.82	6.40	14.41	69.88	65.60	64.86	25.30	28.00	20.72

**Conclusions based on this data:**

1. Overall achievement in ELA for all students has shown a tremendous growth of 12.84% in 2024-2025.
2. The number of students that are below standard has decreased by 2.66% in 2024-2025.
3. The largest gains were made in writing with a 9.31% increase and in research/inquiry with a 8.01% increase.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	85	127	112	84	125	111	84	125	111	98.8	98.4	99.1
All Grades	85	127	112	84	125	111	84	125	111	98.8	98.4	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2418.	2419.	2425.	17.86	15.20	21.62	28.57	23.20	28.83	20.24	26.40	16.22	33.33	35.20	33.33
Grade 11															
All Grades	N/A	N/A	N/A	17.86	15.20	21.62	28.57	23.20	28.83	20.24	26.40	16.22	33.33	35.20	33.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.81	23.20	35.14	41.67	43.20	34.23	34.52	33.60	30.63
Grade 11									
All Grades	23.81	23.20	35.14	41.67	43.20	34.23	34.52	33.60	30.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	16.80	16.22	58.33	52.00	55.86	27.38	31.20	27.93
All Grades	14.29	16.80	16.22	58.33	52.00	55.86	27.38	31.20	27.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	13.60	26.13	66.67	68.00	50.45	19.05	18.40	23.42
All Grades	14.29	13.60	26.13	66.67	68.00	50.45	19.05	18.40	23.42

**Conclusions based on this data:**

1. Overall Achievement in Math for students showed a 12.05% increase of "met or exceeding the standard" in 2024-2025.
2. The students that were below standard increased 1.87% in 2024-2025
3. An increased number of students were at or near the standard in concepts & procedures and also problem solving & data analysis. We were below the standard in communicating reasoning by an increased rate of 5.02%.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1415.1	1395.0	1396.2	1412.5	1407.3	1397.2	1421.1	1365.9	1393.5	44	43	33
<b>1</b>	1442.0	1394.6	1388.5	1452.3	1417.3	1394.0	1431.2	1371.3	1382.4	31	31	20
<b>2</b>	1454.1	1452.0	1450.0	1470.6	1460.4	1461.6	1437.2	1443.0	1438.1	48	36	29
<b>3</b>	1477.7	1470.9	1478.0	1478.9	1475.8	1479.0	1476.0	1465.5	1476.5	27	44	27
<b>All Grades</b>										150	154	109

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	18.18	18.60	12.12	27.27	20.93	24.24	25.00	27.91	30.30	29.55	32.56	33.33	44	43	33
<b>1</b>	0.00	0.00	5.00	41.94	16.13	10.00	38.71	22.58	30.00	19.35	61.29	55.00	31	31	20
<b>2</b>	2.08	2.86	0.00	45.83	34.29	27.59	20.83	34.29	55.17	31.25	28.57	17.24	48	35	29
<b>3</b>	7.41	9.09	7.41	44.44	22.73	29.63	40.74	43.18	44.44	7.41	25.00	18.52	27	44	27
<b>All Grades</b>	7.33	8.50	6.42	39.33	23.53	23.85	29.33	32.68	40.37	24.00	35.29	29.36	150	153	109

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	15.91	20.93	9.09	25.00	25.58	27.27	25.00	18.60	27.27	34.09	34.88	36.36	44	43	33
<b>1</b>	9.68	12.90	10.00	51.61	16.13	10.00	25.81	41.94	40.00	12.90	29.03	40.00	31	31	20
<b>2</b>	22.92	17.14	10.34	31.25	40.00	34.48	29.17	25.71	51.72	16.67	17.14	3.45	48	35	29
<b>3</b>	37.04	20.45	22.22	29.63	36.36	40.74	25.93	25.00	18.52	7.41	18.18	18.52	27	44	27
<b>All Grades</b>	20.67	18.30	12.84	33.33	30.07	29.36	26.67	26.80	33.94	19.33	24.84	23.85	150	153	109

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1.92	16.28	15.15	15.38	13.95	9.09	48.08	23.26	51.52	34.62	46.51	24.24	52	43	33
<b>1</b>	0.00	0.00	5.00	27.59	0.00	5.00	31.03	19.35	25.00	41.38	80.65	65.00	29	31	20
<b>2</b>	4.44	5.71	3.45	22.22	22.86	24.14	33.33	28.57	17.24	40.00	42.86	55.17	45	35	29
<b>3</b>	6.38	0.00	3.70	14.89	13.64	11.11	53.19	36.36	59.26	25.53	50.00	25.93	47	44	27
<b>All Grades</b>	5.33	5.88	7.34	25.33	13.07	12.84	38.67	27.45	39.45	30.67	53.59	40.37	150	153	109

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
<b>K</b>	15.91	18.60	15.15	54.55	46.51	48.48	29.55	34.88	36.36	44	43	33	
<b>1</b>	41.94	25.81	15.00	45.16	54.84	55.00	12.90	19.35	30.00	31	31	20	
<b>2</b>	22.92	34.29	13.79	68.75	57.14	79.31	8.33	8.57	6.90	48	35	29	
<b>3</b>	14.81	36.36	14.81	62.96	52.27	55.56	22.22	11.36	29.63	27	44	27	
<b>All Grades</b>	23.33	28.76	14.68	58.67	52.29	59.63	18.00	18.95	25.69	150	153	109	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
<b>K</b>	13.64	20.93	6.06	47.73	44.19	51.52	38.64	34.88	42.42	44	43	33	
<b>1</b>	12.90	0.00	0.00	54.84	45.16	50.00	32.26	54.84	50.00	31	31	20	
<b>2</b>	25.00	5.71	13.79	56.25	77.14	79.31	18.75	17.14	6.90	48	35	29	
<b>3</b>	48.15	29.55	29.63	44.44	40.91	59.26	7.41	29.55	11.11	27	44	27	
<b>All Grades</b>	23.33	15.69	12.84	51.33	50.98	60.55	25.33	33.33	26.61	150	153	109	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
<b>K</b>	18.18	11.63	12.12	59.09	41.86	48.48	22.73	46.51	39.39	44	43	33	
<b>1</b>	12.90	0.00	10.00	41.94	9.68	15.00	45.16	90.32	75.00	31	31	20	
<b>2</b>	8.33	2.86	10.34	47.92	45.71	31.03	43.75	51.43	58.62	48	35	29	
<b>3</b>	0.00	0.00	0.00	70.37	36.36	51.85	29.63	63.64	48.15	27	44	27	
<b>All Grades</b>	10.67	3.92	8.26	54.00	34.64	38.53	35.33	61.44	53.21	150	153	109	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	40.91	30.95	45.45	36.36	21.43	27.27	22.73	47.62	27.27	44	42	33
<b>1</b>	3.23	0.00	5.56	80.65	55.17	50.00	16.13	44.83	44.44	31	29	18
<b>2</b>	2.08	8.57	8.00	70.83	68.57	76.00	27.08	22.86	16.00	48	35	25
<b>3</b>	7.41	0.00	7.41	85.19	75.00	77.78	7.41	25.00	14.81	27	44	27
<b>All Grades</b>	14.67	10.67	19.42	65.33	54.67	56.31	20.00	34.67	24.27	150	150	103

**Conclusions based on this data:**

1. Older students are maintaining proficiency levels, suggesting that once students progress in age, their language skills stabilize and improve consistently with instruction.
2. Kindergarten and First Grade students are entering school with lower English proficiency than in prior years.
3. Most students demonstrate at least Somewhat/Moderately Developed proficiency across listening, speaking, reading, and writing, with Kindergarten showing strong early writing skills and growth in oral language across grades.

# School and Student Performance Data

## Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
430	78.4%	30.5%	0.2%
Total Number of Students enrolled in James M. Burchfield Primary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	131	30.5%
Foster Youth	1	0.2%
Homeless	35	8.1%
Socioeconomically Disadvantaged	337	78.4%
Students with Disabilities	82	19.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	12	2.8%
Asian	3	0.7%
Filipino	0	0.0%
Hispanic	309	71.9%
Two or More Races	16	3.7%
Pacific Islander	0	0.0%
White	80	18.6%

### Conclusions based on this data:

- We have a diverse student body, with a majority of Hispanic students (71.9%) and other subgroups including (78.4%) socioeconomically disadvantaged, (30.5%) Multilingual learners, and (19.1%) students with disabilities.

2. We have an increase of 4.3% of homeless students.

3. We do have declining enrollment overall.

# School and Student Performance Data

## Overall Performance

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

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



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Our Multilingual Learner Progress has improved from red to yellow.
2. Our English Language Arts has improved a level from the 2023-2024 school year to yellow.
3. Our Math progress has improved by one performance level since the 2023-2024 school year and is now in the green range.



# School and Student Performance Data

## Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>28.2 points below standard</p> <p>Increased 21 points</p> <p>110 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>48.8 points below standard</p> <p>Increased 31.4 points</p> <p>43 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>39.5 points below standard</p> <p>Increased 13.2 points</p> <p>87 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>100.7 points below standard</p> <p>Declined 3.5 points</p> <p>24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>38.6 points below standard</p> <p>Increased 23 points</p> <p>78 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>7.7 points above standard</p> <p>Increased 27 points</p> <p>21 Students</p>

**Conclusions based on this data:**

1. All Students, Multilingual Learners, Socioeconomically improved in achievement in 2025
2. Multilingual Learners showed the most significant increase in ELA in 2025.
3. Our socioeconomically disadvantaged students increased at a smaller growth rate than all students.

# School and Student Performance Data

## Academic Performance Mathematics

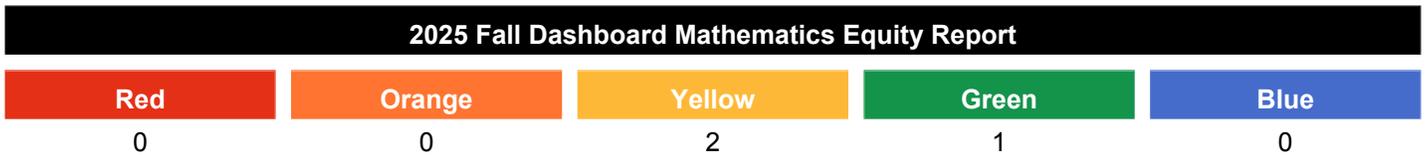
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>8.9 points below standard</p> <p>Increased 6.9 points</p> <p>110 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>27.3 points below standard</p> <p>Increased 20.7 points</p> <p>43 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>22.1 points below standard</p> <p>Maintained 2.2 points</p> <p>87 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>89.2 points below standard</p> <p>Declined 26.7 points</p> <p>24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>20.6 points below standard</p> <p>Increased 8.6 points</p> <p>78 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>40.2 points above standard</p> <p>Increased 16.7 points</p> <p>21 Students</p>

**Conclusions based on this data:**

1. All Students increased 3.9 points and advanced to green status in 2024-2025.
2. The Multilingual Learner subgroup increased by 20.7 points and our socioeconomically disadvantaged maintained in 2024-2025.
3. Our students with disabilities declined their scores.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 44.7 making progress. Number Students: 76 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 16%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 38.7%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 45.3%

### Conclusions based on this data:

1. The Multilingual Learner Progress dashboard is in yellow status for all students in 2024-2025.
2. There were 45.3% of students who increased at least one ELPI level in 2024-2025.
3. There were 16% of Multilingual Learner students that decreased at least one ELPI level in 2024-2025.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

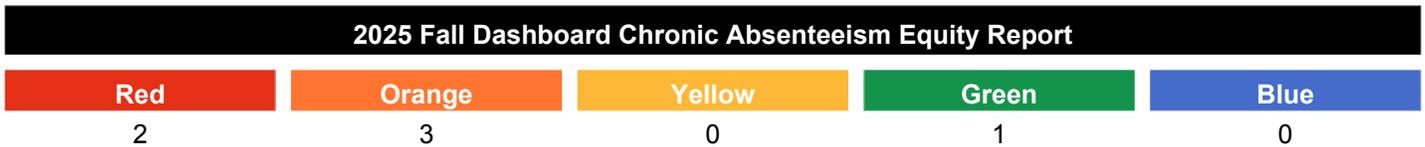
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>14.9% Chronically Absent</p> <p>Increased 1.2</p> <p>444 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>13.1% Chronically Absent</p> <p>Increased 0.8</p> <p>137 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>Red</p> <p>30.2% Chronically Absent</p> <p>Increased 18.5</p> <p>43 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>17.6% Chronically Absent</p> <p>Increased 3.2</p> <p>358 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>19.4% Chronically Absent</p> <p>Increased 2.7</p> <p>93 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 23.3</p> <p>12 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>16.4% Chronically Absent</p> <p>Increased 2.6</p> <p>317 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>19.2% Chronically Absent</p> <p>Increased 6.7</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>6% Chronically Absent</p> <p>Declined 1</p> <p>84 Students</p>

**Conclusions based on this data:**

1. Chronic Absenteeism for all students increased 1.2% in the 2024-2025 school year.
2. Our homeless students show the greatest area of concern, with the rate increasing to a rate of 30.2% in 2024-2025 school year.
3. We have a red designation for homeless and socioeconomically disadvantaged subgroups in the 2024-2025 school year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

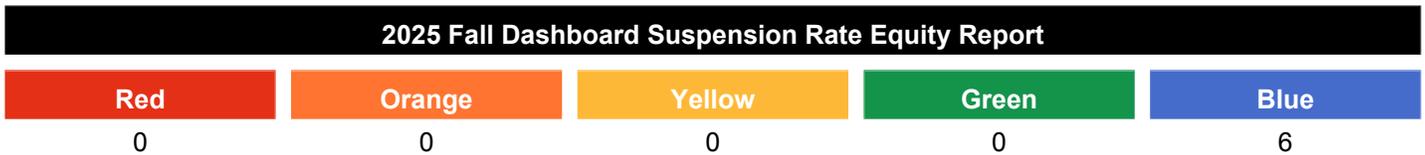
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained -0.2%</p> <p>450 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>138 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>49 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained -0.2%</p> <p>364 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.9%</p> <p>94 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.3%</p> <p>318 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>31 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>84 Students</p>

**Conclusions based on this data:**

1. Our overall percentage of students who were suspended is low at 0% with a blue level indicator.
2. Students with Disabilities had 0%, placing us in the blue level range.
3. Our Multilingual Learner suspension rate was in the blue level range at 0.0%

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Student Outcomes

Improve student outcomes and maintain individualized student learning plans to close learning gaps

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student outcomes in all content areas

### 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.

Data from a variety of sources is used for ongoing assessment to improve student achievement. Curriculum based benchmarks, iReady, Achievement Teams cycles, and California Assessment for Student Performance and Progress (CAASPP) results are available in our Illuminate data assessment system. The data from these assessments are used to drive instructional practices and identify tiered student interventions. Student Study Team and data chat meetings are held throughout the year to monitor progress and alter intervention plans to best serve our students and families.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	<p>Thirty-Six percent of all third grade students met or exceeded the ELA third grade standards as measured in CAASPP.</p> <p>Fifty percent of all third grade students met or exceeded the math third grade standards as measured in CAASPP</p>	<p>Third grade will increase the number of students who meet or exceed the standard in the area of English Language Arts by 3% on CAASPP.</p> <p>Third grade will increase the number of students who meet or exceed the standard in the area of math by 3% on CAASPP</p>
iReady Scores	<p>Fifty-five percent of all students scored early on, mid, or above grade level standards on the local iReady Assessments in English Language Arts.</p> <p>Forty-Four percent of all students scored early on, mid, or above grade level standards on the local iReady Assessments in mathematics.</p>	<p>The school will improve the number of students who scored early on, mid, or above grade level standards on the local iReady Assessment in English Language Arts by 3%.</p> <p>The school will improve the number of students who scored early on, mid, or above grade level standards on the local iReady Assessments in mathematics by 3%.</p>

## 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	Alignment of instruction to Common Core State Standards: Detailed Pacing Guide Weekly Collaboration Opportunities Full Implementation of CA Benchmark Advance/Bridges Math Curriculum Alignment and supplement of CCSS to Curriculum using the Empower Hour Roadmap Professional Development to Align the CCSS to Benchmark Advance/Bridges Math Curriculum PLC Grade Level Groups and Increased Grade Level Common Prep Time Really Great Reading Phonics Program Reflex Math Program Tri-Annual School-wide Data Diagnostic	All Students	508,322 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher will have time in their day to collaborate using iReady data and assessment data to help them plan more individualized lessons for students. They will plan lessons to include all CCSS in every lesson. They will also use this time to implement interventions for students who need extra support while increasing rigor for those students meeting standards.
1.2	Assessment: Monitor Student Progress Weekly Benchmark ELA Goal by Classroom Teacher End of Unit Assessments, Interim Assessments and Weekly Assessments for ELA and Math ELA Intervention Groups Differentiated Instruction ELA/Math Flexible Grouping Weekly Progress Reports iReady Diagnostic Short Cycle Assessments with PLC Amplify Reading Screening every trimester	All Students	114,892 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Reading Intervention Specialist salary and benefits  1,480 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional assistants provide small group instruction and individually work with student to monitor instruction and student growth  93,668 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional hours and positions to support tiered system of intervention.  29,500 Title I Part A: Allocation 4000-4999: Books And Supplies Intervention materials needed to support student learning.
1.3	Improvement of Instructional Strategies and Materials: Achievement Teams PLC to drive instructional practices Implement Footsteps2Brilliance in Kindergarten Implement AR Reading Language Arts/Math Leadership Team Weekly Collaboration Opportunities	All Students	498,913 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Grade Level Data Meetings Alignment of CCSS to CA Benchmark Advance/Bridges Math Curriculum Professional Development Implementation of District Wide Learning Goals/Strategies (Use of Complete Sentences, Think/Pair/Share, Multiple Response and Random Calling, Whole Group Tier 1 instruction) Active Participation and UDL Strategies Integrated and Designated ELD Student Engagement Strategies for Lesson Delivery Targeted Intervention Program Conduct SST to Support and Monitor Students Implement Clear and Specific RTI Procedures iReady Access		of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced.
<b>1.4</b>	Extended Learning Time: After School Target Tutoring Summer School After School Education & Safety Program Counseling Groups	All Kindergarten, 1-3 graders identified as needing intervention	319,981 After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries ASES Personnel provide homework support to students. Additional groups created to serve more students.  56,160 District Funded 1000-1999: Certificated Personnel Salaries Teachers provided tutoring opportunities in ELA, Math and iReady to support students identified for interventions. Intervention tutoring groups are monitored and adjusted to best serve all students.
<b>1.5</b>	Increased Educational Opportunity: ELD/ELA Targeted Intervention Program for all ELPAC Levels and Targeted Intervention/Enrichment Small Groups Teachers Analyze Data and Provide Target Interventions for Students following the SMART Goal Model Paraeducators Support Teacher Intervention for Small Group or Individualized Support of Student Needs Reading Specialist provides Tier 2 and 3 Reading Support and Individual Support Math Specialist provides Tier 2 and 3 Math Support and Individual Support ELD Specialist provides Tier 2 and 3 small group and individual support Strong Tier 1 Instruction	Multilingual Learner students and students not meeting standards according to common school assessments	54,710 Title III 2000-2999: Classified Personnel Salaries Bilingual para-educator provides small group instruction and individually work with student to monitor instruction and student growth.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.7	Professional Development and Collaboration: Grade Level Equivalency Report Cards iReady Consultants and Training Opportunities Wednesday Collaboration Opportunities Buy Back/Pre-service Days; Training on Timely Data Analysis Classified Trainings Standards and Measures Supporting Learning, Continuous Improvement and Growth Professional Development Systematic and Ongoing Data-driven Decision Making Linked to Learning School Systems Evaluated Practices of Quality Professional Learning Standards 3 Full Pre-service days of collaboration and PD	All Students	9,270 District Funded 1000-1999: Certificated Personnel Salaries Create time for teacher to collaborate in PLC's to develop plans to help and support students not reaching grade level benchmarks. This time will also be used to find strategies to best implement the supports to help students.
1.8	Involvement of Staff, Parents and Community (Including Interpretation of Student Assessment Results to Parents) ELAC, DELAC, SSC, Parent Conferences	All Students	3,000 District Funded 5900: Communications Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.
1.9	Auxiliary Services for Students and Parents (Including Transition from Preschool, Elementary and Middle School): Back to School Night/Open House Summer School Kinder Camp Pre-school, Kindergarten and 4th grade Orientations Coordinate State Standards for Head Start and State Preschools with TK/K Common Core Standards for Kindergarten Readiness Transitional Preschool/Kindergarten Meetings Parent Information Nights	All students	20,000 District Funded 1000-1999: Certificated Personnel Salaries Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success.
1.11			

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

The overall implementation of our strategies were done with fidelity, but we continue to adjust to ensure better results.

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 not any major differences between our intended or budgeted expenditures.

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.

To effectively close learning gaps and improve student outcomes, particularly for Multilingual Learners (MLLs), our school is strengthening data-driven Professional Learning Communities (PLCs) to inform and refine instructional strategies. Strategy 1.1, 1.2, 1.3, 1.5, and 1.7

# 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.

#### Welcoming Environment and School Connectedness

Improve the atmosphere in our school and the communication between home and school.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create safe, welcoming learning environments that support the social emotional development of all students and increase school connectedness among students and families

### 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.

Improve atmosphere in our school and improve communication between home and school. Parents play an integral role in supporting our students. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Burchfield Primary School and most importantly in the academic classrooms. Teachers, office staff, and parent club will utilize the services of our bilingual liaison to translate communication they are sending home about the classroom, school, and to advertise community events. We will educate parents and encourage the use of parent square for messaging, posts, and forms. Survey results from parents as well as feedback from site-council, ELAC, and DELAC meetings were examined and valued in establishing this goal. We will work with parents to address social emotional needs.

### 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
Parent Engagement	Survey Results and Communication Participation	Request Increases for Electronic Communication

### 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	Ongoing Communication: Teachers /Parent Interaction at Back To School Night and Parent Conferences to Clearly Communicate Student Achievement, Growth Plan Goals in the Areas of Phonics, Reading, Math Facts, Comprehension and Fluency Reading Suggestions and Materials Offered to Parents Increasing Parent Support at Home to Strengthen Student Efforts to Meet Benchmark Goals Parent Information Nights on various topics Parent/Teacher Conferences Bilingual Weekly Bulletin Bilingual Classroom Newsletters Bilingual School Website Bilingual Parent Handbook	All Students	183,398 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual instructional assistants and office clerical help translate monthly newsletters, classroom newsletters, school work, school website, parent handbook, and helps teachers make parent phone calls when needed.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Timely Phone Calls to Parents Correspondence between School and Families Parent Square with language options Posting community opportunities for students on Parent Square</p>		
2.2	<p>Parental Input/Involvement: Efforts to Seek Parent Input in Decision Making Student Success Team participation Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups School Site Council English Learner Advisory Council Parent Club Parent Education Evenings Volunteers Flexible Meetings Child Care for Meetings Interpreters Information Sent in Home Language Parent Square private messaging option between all staff and parents</p>	All Students	<p>43,042 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers create a flexible schedule to help interact with parents schedules.</p>
2.3	<p>Community Events: Back to School Night Halloween Parade December TK and Kindergarten Performances February First Grade Performance School-wide Spring Performance Spring Dance Fall and Spring Book Fairs Jog-a-Thon Civic Assembly 911 Remembrance Monthly Student of the Month Recognition Assemblies Recognition Assemblies:Academic-3 trimesters Open House Track and Field Day Fall Festival Art Day Math Festival</p>	All Students	<p>10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers take part in different parent engagement activities. They help plan and schedule the activities with the school administrator, school counselor, and school staff. Teacher also help communicate out the information in their weekly newsletters.</p>
2.4	<p>Support Parents in Helping their Children at Home: Encourage Parents to Read to Children Daily Offer Bilingual books Assign Homework Encouraging Parents to be Actively Engaged in Homework and Studying Daily Assign Realistic Amounts of Homework. Parent Education Nights Monthly Counselor Newsletter with Helpful Resources Footsteps2Brilliance Provide Parents with Electronic Access to Curriculum and Other Software:Reflex Math, iReady, Benchmark Advance and Footsteps2Brilliance.</p>	All Students	<p>15,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers encourage parents to participate on the supplemental curriculum they can do at home. Teachers also utilize supplemental curriculum to help expand with students meeting grade level standards and help support students that need more help.</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	Increase School Climate: Decrease Pupil Suspension Rate Parent Surveys: Student Achievement, Safety and School Connectedness Health Clerk Support Praise Notes Positive Behavioral Expectations: Safety, Respectful, Responsible, Kindness Cafeteria Incentive: Teachers Review Appropriate Cafeteria Behavior, Importance of Good Manners and Value/Importance of Nutrition Regularly Teach Students the Core Values and Character Traits of Burchfield Primary School (Peace Builders) Teach Peace Builder Pledge and Connectedness to the Pledge through Lessons by Counselor Maintain Open Communication between School and Families Review of playground rules for consistency Dress Up Days and Spirit Weeks Positive Office Referrals Classroom Positive Incentive Strategies	All Students	12,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School counselor and teachers will collaborate to recognize students with positive behavior and utilizing good manners in different situation at school. Teachers will communicate to school counselor when students receive praise notes to then be recognized.
2.6	Social Emotional Development & Support: Peace Builders Recognition Assemblies Incentives for Positive Behavior - Praise Notes Rules and Norms Clearly Communicated Clear and Consistent Response for Violations Timely Responses to Verbal and Emotional Bullying Conflict Resolution Taught in School (Counselor) ASES Program Friendship Groups (Counselor) Updating BPS Handbook for Clear Expectations and Communication Ongoing PD for Trauma Informed Practices Second Step Program Weekly Wayfinder Lessons and Workbooks	All Students	10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers and school counselor will collaborate to create different ways to clearly communicate school rules and expectations to parents and families. School counselor will also work with school administrator to recognize student for positive behavior and exceeding expectations.
2.7	Quality of Instruction: High Expectations for Student Achievement Increased Rigor in Instruction All Learning Styles Honored Learning Linked to "Real Life" Engaging Materials Students Engaged and Active Learners Use of Active Participation Strategies Use of Praise/Reward Opportunities for Participation by all Students Staff Enthusiastic of Tasks to Promote Student Development & Safe Learning Environment Students Connection to One or More Adults -- Students and Staff Sense of Community Teach Students Peace Builders Pledge Student Recognition at Regular Assemblies for Positive Behavior and Academic Progress Paraeducator training on academic programs and SEL strategies Researched Based Instructional Strategies	All Students	20,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers utilize PLC time to collaborate on best practices for classroom instruction and lesson delivery.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.8	Parent Involvement Opportunities: ELAC DELAC SSC Parent Club: Additional Outreach by Principal Parent Volunteering (Classroom, Field Trips, Book Fair, Parent Club Events) Parent Evenings for: ELA, Math, Homework, Technology Support and Boundaries	All Students	10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers participate in different school based committees and help with parent engagement.

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

The use of Parent Square by all staff has increased our school connectedness. A majority of parents are engaging in the app and have knowledge of the events happening within our school.

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

One positive difference has been getting our parents to update and complete data confirmation. This has improved our parent square participation with corrected phone numbers and emails.

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.

We will continue to improve and show consistency with our current plan.

# 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.

#### Increase access to, and use of, instructional technology and modern facilities

Expand engagement opportunities for students and parents to foster a well-rounded educational experience.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage parents, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student 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.

Developing and fostering a well-rounded educational experience for all students and families is essential for our students at Burchfield Primary School. Creating opportunities for students to engage in activities throughout the day helps encourage parent-teacher communication and connectiveness. These opportunities also foster a well-rounded educational experience for all students.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent engagement	Activity attendance and Parent Survey	Increase in parent and student engagement and increase in teacher and parent positive communication.

### 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	We provide music education to all students 50-60 minutes per week from a highly credentialed specialist. Exhibit performances for all grade level for parents. We provide 100 minutes weekly of designated physical education from a highly credentialed specialist	All Students	125,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Having a music teacher on campus full time  250,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Having two credentialed PE teachers on campus full time
3.2	Skill building for students:	All Students	150,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	PeaceBuilders Positive behavior initiative Praise notes Assemblies Cafeteria contest Counselor Parent Classes – once counselor assesses most useful topics Creating positive partnerships with local agencies Sharing CCOE learning opportunities on Parent Square Allow facility use for Parks and Rec practices Conflict Resolution strategies taught Social skill development with peers Basic skill development in PE PBIS rewards		LCFF - Supplemental 2000-2999: Classified Personnel Salaries Utilize classified personnel to implement social emotional activities through out the year. Prizes for our positive behavior intervention system.  125,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries One full time counselor
3.3	Enrichment Activities: Board Game Club Continue to build the foundation for this club that started with third graders as an introduction to chess Spanish as a Second Language Club Expand the offering to other grade levels due to high interest Positive interaction with CHS students as student helpers in the classroom Art Day Social skill development Pond Day to interact with nature and science Sutter Buttes Hikes in 2nd Grade Field Trips Positive interaction with CHS students as volunteers for events Basic skill development in PE Foster a love for creative writing Advance ELA writing development Sharing community opportunities for students and families on Parent Square ASES program with Expanded Learning Opportunities	All Students	50,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries The school counselor will be working with BPS and CHS teachers to coordinate event to help develop positive relationships with CHS and BPS students.

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

Burchfield has strived to create a well-rounded learning experience for our students.

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

We have been able to complete the strategies planned to meet the 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.

We have increased our Expanded Learning Opportunities at BPS.

# 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	\$200,582.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,713,336.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$145,872.00
Title III	\$54,710.00

Subtotal of additional federal funds included for this school: \$200,582.00

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$319,981.00
District Funded	\$88,430.00
LCFF - Supplemental	\$2,104,343.00

Subtotal of state or local funds included for this school: \$2,512,754.00

Total of federal, state, and/or local funds for this school: \$2,713,336.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	145,872.00	0.00
Title III	54,710.00	0.00
District Funded	88,430.00	0.00
After School and Education Safety (ASES)	319,981.00	0.00
LCFF - Supplemental	2,104,343.00	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	319,981.00
District Funded	88,430.00
LCFF - Supplemental	2,104,343.00
Title I Part A: Allocation	145,872.00
Title III	54,710.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,877,599.00
2000-2999: Classified Personnel Salaries	803,237.00
4000-4999: Books And Supplies	29,500.00
5900: Communications	3,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	319,981.00
1000-1999: Certificated Personnel Salaries	District Funded	85,430.00
5900: Communications	District Funded	3,000.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,677,277.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	427,066.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	114,892.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,480.00
4000-4999: Books And Supplies	Title I Part A: Allocation	29,500.00
2000-2999: Classified Personnel Salaries	Title III	54,710.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,709,896.00
Goal 2	303,440.00
Goal 3	700,000.00

# School Site Council Membership

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

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

Name of Members	Role
Victoria Wilson	Principal
Jennifer Hardwick	Other School Staff
Diane Janes	Principal
Karen Benning	Classroom Teacher
Ann Amsden	Other School Staff
Deedee Cardoso	Parent or Community Member
Brenda Ramirez	Parent or Community Member
Juliana Engrahm	Parent or Community Member
Mike Badaluco	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 15, 2026.

Attested:

Principal, Victoria Wilson on January 15, 2026

SSC Chairperson, Karen Benning on January 15, 2026

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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