



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|-----------------------------------|--|---------------------------|
| Buckeye Union Mandarin Immersion Charter School | 09-61838-0137919 | January 11, 2023 | January 17, 2024 |

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act require each school to consolidate all school plans for programs funded through the ConApp and ESSA Program Improvement into the SPSA.

Table of Contents

| | |
|---|----|
| SPSA Title Page | 1 |
| Purpose and Description..... | 2 |
| Table of Contents..... | 3 |
| Comprehensive Needs Assessment Components | 5 |
| Data Analysis | 5 |
| Surveys | 5 |
| Classroom Observations..... | 5 |
| Analysis of Current Instructional Program..... | 6 |
| Educational Partner Involvement | 10 |
| Resource Inequities | 10 |
| School and Student Performance Data | 12 |
| Student Enrollment..... | 12 |
| CAASPP Results..... | 14 |
| ELPAC Results | 18 |
| Student Population..... | 20 |
| Overall Performance | 21 |
| Academic Performance..... | 22 |
| Academic Engagement..... | 28 |
| Conditions & Climate..... | 31 |
| Goals, Strategies, & Proposed Expenditures..... | 33 |
| Goal 1..... | 33 |
| Goal 2..... | 35 |
| Goal 3..... | 37 |
| Goal 4..... | 39 |
| Goal 5..... | 41 |
| Budget Summary | 42 |
| Budget Summary | 42 |
| Other Federal, State, and Local Funds | 42 |
| Budgeted Funds and Expenditures in this Plan..... | 43 |
| Funds Budgeted to the School by Funding Source..... | 43 |
| Expenditures by Funding Source | 43 |
| Expenditures by Budget Reference | 43 |
| Expenditures by Budget Reference and Funding Source | 43 |
| Expenditures by Goal..... | 43 |
| School Site Council Membership | 45 |
| Recommendations and Assurances | 46 |

Instructions.....47
 Instructions: Linked Table of Contents.....47
 Purpose and Description.....48
 Educational Partner Involvement48
 Resource Inequities48
Goals, Strategies, Expenditures, & Annual Review49
 Annual Review50
 Budget Summary51
 Appendix A: Plan Requirements53
 Appendix B:.....56
 Appendix C: Select State and Federal Programs58

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Annual surveys of parents and 5th students were conducted at the end of the 2022-2023 school year.

The parent survey included questions regarding school climate, parent engagement, and academics. Families and parents indicate that they are overwhelmingly satisfied with school climate and communication. Overall, families indicate a high level of satisfaction with the academic opportunities at Oak Meadow with the exception of visual and performing arts. The site results are in line with the overall district survey results.

The 5th grade student survey results are as follows:

92% of students indicated that they strongly agree or agree with the statement "I feel safe at school."

92% of students of students indicated that they strongly agree or agree with the statement "I enjoy coming to school to see my friends."

92% of students of students indicated that they strongly agree or agree with the statement "I have positive relationships with teachers and other adults at school."

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School District's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations help to determine next steps for professional development, guides our literacy and technology coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Students in Kindergarten - 5th grade were assessed during the 2022-2023 school year using both English and Mandarin assessments for acquiring grade level standards. These include basic Kindergarten end of year standards (letter names, sounds, blending, counting, etc.), BAS, A.R. STAR assessment, Math Benchmarks, Mandarin character proficiency (reading & writing), ACTFL language assessment.

For the 2022-2023 school year, Buckeye Union School District administered the CAASPP assessment for all 3rd-5th grade students in the areas of English Language Arts and Mathematics. Students in 5th grade took the CAST assessment.

The results of the assessment indicate the percent of student met or exceeded standard in the following areas:

English Language Arts:
All Students-96%

Mathematics:
All Students-100%

Another section of the California School Dashboard Reporting System includes Local Indicators including Basic Services and Conditions at Schools, Implementation of State Academic Standards, Parent Engagement, and Local Climate Survey.

Regarding Basic Services and Conditions at School, all students at BUMI have access to all adopted textbooks and materials. There are adequate facilities to meet the needs of our instructional program. All of our teachers are appropriately credentialed and assigned to their teaching responsibilities.

Parent engagement is a key component of BUMI's success. Parent input is obtained from various parent groups including our School Site Council, English Language Advisory Committee, PTO, and annual parent surveys. Parents are invited to participate in the school programs through volunteer opportunities, parent education events, and school social events.

K- 5th grade classrooms use the Benchmark Assessment System (BAS) and Systematic Instruction in Phonics and Phonemic Awareness (SIPPS) assessments in order to appropriately level students for reading instruction. Students who are struggling with reading are referred to reading intervention on the basis of the BAS, SIPPS, and aReading scores and teacher observation. Students use the Accelerated Reader program and take tests on books they have read independently. The STAR Reading assessment, which is embedded in the Accelerated Reader program, is taken at least three times per year to determine a students reading range and to monitor their grade level reading growth.

In conjunction with the Buckeye Union School District in 2nd, 3rd, 4th and 5th grades each of our classes administer the FastBridge aReading assessment and the iReady Diagnostic for mathematics. These are assessments that provides data to measure student growth, project student proficiency on high stakes tests and inform teachers on how to differentiate and plan instruction and curriculum implementation.

Students in Kindergarten - 5th grade were assessed during the 2022-2023 school year using both English and Mandarin assessments for acquiring grade level standards. These include basic Kindergarten end of year standards (letter names, sounds, blending, counting, etc.), BAS, A.R. STAR assessment, Math Benchmarks, Mandarin character proficiency (reading & writing), ACTFL language assessment.

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

All of the assessment information gathered is used to assess student progress towards meeting standards and to modify curriculum and instruction to best meet the needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers meet the criteria as highly qualified (ESEA).

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

All teachers have appropriate credentials for the subjects they are teaching and have had professional development on all State Board of Education (SBE) adopted instructional materials.

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

Teachers continue to receive ongoing professional development through Learning Community Facilitators (LCF), Early Release Collaborative time, and Instructional Days (I-Days).

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

For the 2022-2023 school year, teachers will participate in staff development throughout the year at I-Day training, after school workshops, and LCF.

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

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress. Mandarin teachers are given additional collaboration days to focus on student learning.

Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

Sufficient instructional materials are allocated to ensure high quality first instruction in Reading/Language Arts and Mathematics.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials. ELA materials include Schoolwide Fundamentals of Reading K-5, Being A Writer K-5, Snap Close Reading 3-5, SIPPS K-3, Benchmark Education Bookrooms K-5, Fountas and Pinnell Benchmark Assessment System K-3. Our district Math program was adopted in last year and iReady has been implemented school wide in all grade levels. Additionally students in the Immersion Program use Better Immersion as their Mandarin Language Arts Curriculum.

Opportunity and Equal Educational Access

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet grade level standards. In the general education classroom

these supports include: differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill-in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students in need of additional mental health/social emotional support also have access to our school counselor three days a week.

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessments that raise student achievement. In addition to the summative and formative assessments, teachers complete regular training on the latest educational practices to include in their classroom teaching.

Parental Engagement

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

BUMI uses the following programs and practices to support our under-performing students: Student Support Activities: Cross Country, STEM Learning Opportunities (Science Technology Engineering Math),

P.C. Pals (partnership with Intel), Spelling Bee, Oral Interpretation, Green Team (Recycling), Student Leadership, TEAM Raptor, Running Club, Oak Meadow Garden, Parent Conferences, IEP, 504, and Teacher meetings.

We are fortunate to have a very supportive parent and community group. The Parent Teacher Organization, Meet the Masters Art Program and School Site Council are very active and provide opportunities for parent involvement. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities: Docents for Meet the Masters Art Program, School Site Council, P.T.O., LCAP Parent Involvement Committee, Budget Committee, Facilities Master Plan Committee, Technology Committee, Running Clubs, Yearbook, Boxtops, Adopt A Class, Heritage Festival, Art Walk, and the Oak Meadow Garden.

Additionally, we provide parents with a description of curriculum, forms of assessment, and expectations for proficiency at Back to School Night. Parents receive information in regards to grade level standards and report cards along with explanations of assessments used. Progress reports and parent conferences are opportunities for teachers to share student progress with parents. Email and telephone calls are frequent methods used for parent-teacher communication. Report cards are sent out three times per year detailing proficiency levels. Information will be provided to parents at Back to School Night and in parent-teacher conferences in regards to homework, school/teacher websites, and grade level standards. Translators are available for school site needs based on parent or teacher requests, as are translated forms such as enrollment documents.

As students articulate from Elementary School to Middle school, a number of supports are in place for families. These include articulation meetings for students with 504 and IEPs and a parent information evening held at the middle school each spring.

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

Parents are involved in the development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

The School Parent Involvement Policy is developed in conjunction with the School Site Council that gathers input from meetings during the year, updates the policy, and approves the final draft which is then adopted by the Board and made available to parents in the Parent/Student Handbook.

The Single Plan for Student Achievement is developed in conjunction with the School Site Council. Parents and staff review school assessment results, analyze of the results, and make recommendations on the formation of goals to address areas of concern. These recommendations serve as the basis for the Single Plan for Student Achievement. Additional data is collected through a parent survey conducted to assess needs of stakeholders. Once the single plan is written, reviewed, and approved by the School Site Council, it is submitted to the Buckeye School Board. After approval, it will be posted on the school website.

Funding

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

BUMI does not receive Title I or Title III funding.

Fiscal support (EPC)

BUMI receives Local Control Funding Formula (LCFF) Supplemental Grant funding. This funding is being used to support our intervention program for English Language Arts. District funding is also provided for our Intervention and English Language Development (ELD) support teachers. Two days of substitute time for assessments all teachers are provided each trimester.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents were surveyed in May 2023 through our annual Parent Survey. ELAC met in fall 2023. Ongoing input is solicited from school staff, as well as school site committees and groups, such as PTO and School Site Council. Meetings are held with the different groups at varying intervals.

Resource Inequities

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

There are no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | % | % | 0% | | 0 | 0 |
| African American | % | % | 0% | | 0 | 0 |
| Asian | 48.8% | 46.85% | 50% | 39 | 52 | 62 |
| Filipino | % | % | 0% | | 0 | 0 |
| Hispanic/Latino | 6.3% | 5.41% | 5.65% | 5 | 6 | 7 |
| Pacific Islander | % | % | 0% | | 0 | 0 |
| White | 30.0% | 26.13% | 21.77% | 24 | 29 | 27 |
| Multiple/No Response | 13.8% | 20.72% | 21.77% | 11 | 23 | 27 |
| Total Enrollment | | | | 80 | 111 | 124 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 25 | 28 | 24 |
| Grade 1 | 16 | 25 | 28 |
| Grade 2 | 22 | 20 | 22 |
| Grade3 | 17 | 23 | 17 |
| Grade 4 | | 15 | 20 |
| Grade 5 | | | 13 |
| Total Enrollment | 80 | 111 | 124 |

Conclusions based on this data:

1. Our program is still in the development stage and will continue to grow.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 9 | 12 | 12 | 11.3% | 10.8% | 9.7 |
| Fluent English Proficient (FEP) | 14 | 18 | 28 | 17.5% | 16.2% | 22.6 |
| Reclassified Fluent English Proficient (RFEP) | 2 | 5 | 11 | 22.2% | 4.5% | 8.9 |

Conclusions based on this data:

1. We will continue to monitor all EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 16 | 23 | 16 | 0 | 23 | 16 | 0 | 23 | 16 | 0.0 | 100.0 | 100.0 |
| Grade 4 | | 14 | 20 | | 14 | 20 | | 14 | 20 | | 100.0 | 100.0 |
| Grade 5 | | | 13 | | | 13 | | | 13 | | | 100.0 |
| All Grades | 16 | 37 | 49 | 0 | 37 | 49 | 0 | 37 | 49 | 0.0 | 100.0 | 100.0 |

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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2532. | 2541. | | 78.26 | 81.25 | | 17.39 | 18.75 | | 0.00 | 0.00 | | 4.35 | 0.00 |
| Grade 4 | | 2541. | 2588. | | 57.14 | 95.00 | | 21.43 | 0.00 | | 14.29 | 5.00 | | 7.14 | 0.00 |
| Grade 5 | | | 2601. | | | 61.54 | | | 30.77 | | | 0.00 | | | 7.69 |
| All Grades | N/A | N/A | N/A | | 70.27 | 81.63 | | 18.92 | 14.29 | | 5.41 | 2.04 | | 5.41 | 2.04 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| Grade 3 | | * | * | | * | * | | * | * | |
| Grade 4 | | * | * | | * | * | | * | * | |
| Grade 5 | | | * | | | * | | | * | |
| All Grades | | 59.46 | 48.98 | | 35.14 | 48.98 | | 5.41 | 2.04 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | | * | | | * | | | * |
| All Grades | | 54.05 | 69.39 | | 43.24 | 30.61 | | 2.70 | 0.00 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | | * | | | * | | | * |
| All Grades | | 32.43 | 34.69 | | 62.16 | 63.27 | | 5.41 | 2.04 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | | * | | | * | | | * |
| All Grades | | 35.14 | 40.82 | | 59.46 | 57.14 | | 5.41 | 2.04 |

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 16 | 23 | 16 | 0 | 23 | 16 | 0 | 23 | 16 | 0.0 | 100.0 | 100.0 |
| Grade 4 | | 14 | 20 | | 14 | 20 | | 14 | 20 | | 100.0 | 100.0 |
| Grade 5 | | | 13 | | | 13 | | | 13 | | | 100.0 |
| All Grades | 16 | 37 | 49 | 0 | 37 | 49 | 0 | 37 | 49 | 0.0 | 100.0 | 100.0 |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2574. | 2552. | | 91.30 | 68.75 | | 8.70 | 31.25 | | 0.00 | 0.00 | | 0.00 | 0.00 |
| Grade 4 | | 2575. | 2598. | | 71.43 | 75.00 | | 28.57 | 25.00 | | 0.00 | 0.00 | | 0.00 | 0.00 |
| Grade 5 | | | 2619. | | | 84.62 | | | 15.38 | | | 0.00 | | | 0.00 |
| All Grades | N/A | N/A | N/A | | 83.78 | 75.51 | | 16.22 | 24.49 | | 0.00 | 0.00 | | 0.00 | 0.00 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| Grade 3 | | * | * | | * | * | | * | * | |
| Grade 4 | | * | * | | * | * | | * | * | |
| Grade 5 | | | * | | | * | | | * | |
| All Grades | | 91.89 | 83.67 | | 8.11 | 16.33 | | 0.00 | 0.00 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | | * | | | * | | | * |
| All Grades | | 64.86 | 55.10 | | 35.14 | 44.90 | | 0.00 | 0.00 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | * | * | | * | * | | * | * |
| Grade 4 | | * | * | | * | * | | * | * |
| Grade 5 | | | * | | | * | | | * |
| All Grades | | 86.49 | 67.35 | | 13.51 | 32.65 | | 0.00 | 0.00 |

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | 6 |
| 1 | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * |
| All Grades | | | | | | | | | | 8 | 7 | 10 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * | * | | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * | * | | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * | * | | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | | * | * | | * | * | | * | * | | * | * |
| 2 | * | | * | * | | * | * | | * | * | | * |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 124 | 13.7 | 9.7 | |
| Total Number of Students enrolled in Buckeye Union Mandarin Immersion Charter School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 12 | 9.7 |
| Foster Youth | | |
| Homeless | | |
| Socioeconomically Disadvantaged | 17 | 13.7 |
| Students with Disabilities | 1 | 0.8 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| Asian | 62 | 50 |
| Hispanic | 7 | 5.6 |
| Two or More Races | 27 | 21.8 |
| White | 27 | 21.8 |

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance





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

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

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



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|--|
| English Language Arts  Blue | Chronic Absenteeism  Green | Suspension Rate  Blue |
| Mathematics  Green | | |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

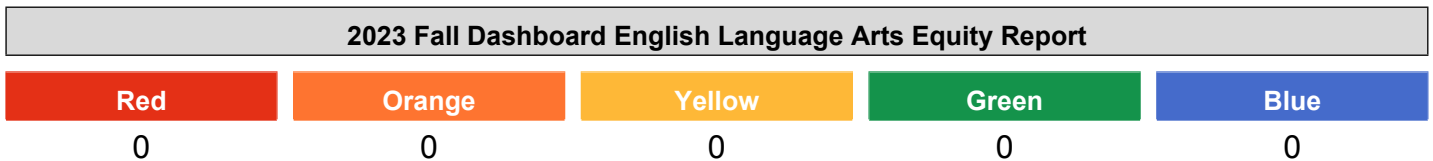
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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









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.


| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| All Students  Blue 109 points above standard Increased Significantly +20.8 points 49 Students | English Learners Less than 11 Students 9 Students | Foster Youth  No Performance Color 0 Students |
| Homeless  No Performance Color 0 Students | Socioeconomically Disadvantaged Less than 11 Students 8 Students | Students with Disabilities Less than 11 Students 1 Student |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  106 points above standard Increased Significantly +35.7 points 24 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
| Less than 11 Students 2 Students | Less than 11 Students 8 Students |  No Performance Color 0 Students |  127.7 points above standard Increased +10 points 14 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| Less than 11 Students 1 Student | Less than 11 Students 8 Students |  119.3 points above standard Increased +4.2 points 30 Students |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

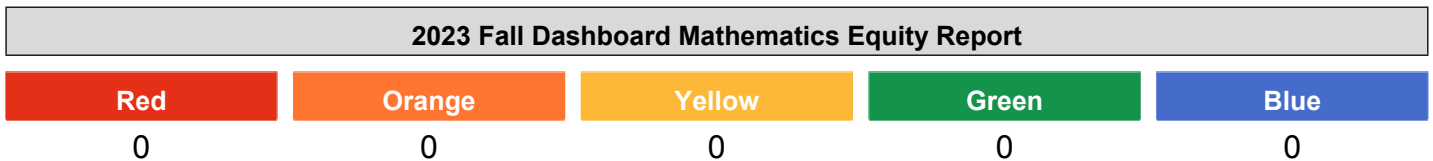
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







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.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| All Students Green 108.8 points above standard Decreased -11.4 points 49 Students | English Learners Less than 11 Students 9 Students | Foster Youth No Performance Color 0 Students |
| Homeless No Performance Color 0 Students | Socioeconomically Disadvantaged Less than 11 Students 8 Students | Students with Disabilities Less than 11 Students 1 Student |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students | 122.5 points above standard Maintained -1 points 24 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
| Less than 11 Students 2 Students | Less than 11 Students 8 Students |  No Performance Color 0 Students | 80.1 points above standard Decreased Significantly - 30.8 points 14 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|------------------------------------|--------------------------------------|--|
| Less than 11 Students 1 Student | Less than 11 Students 8 Students | 100 points above standard Decreased Significantly -16.2 points 30 Students |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

| English Learner Progress |
|--|
| making progress towards English language proficiency |
| Number of EL Students: 2 Students Performance Level: No Performance Level |

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

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

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

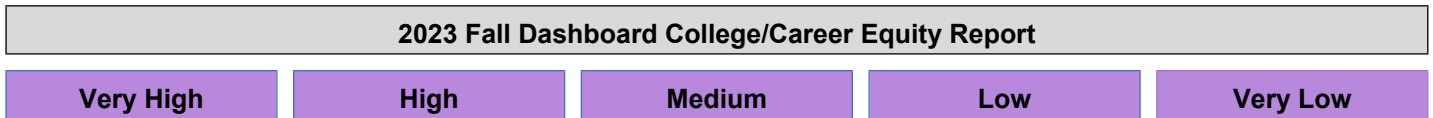
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

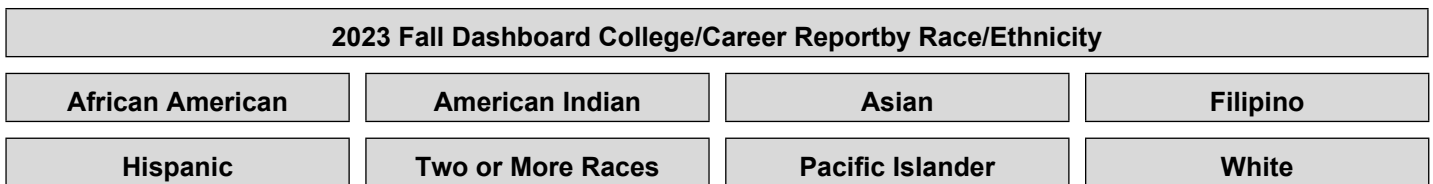
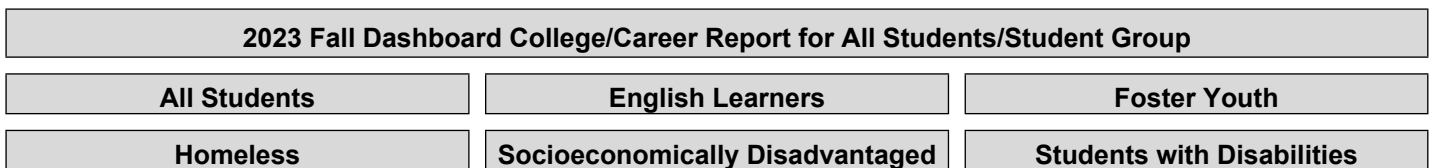
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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.



Conclusions based on this data:

1. This is not applicable to elementary schools.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

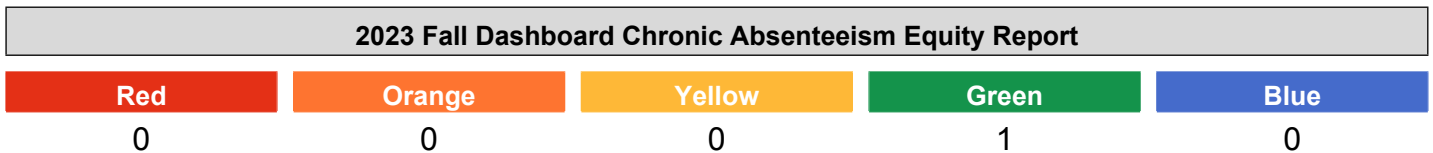
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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








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.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  <p>Green</p> <p>4.7% Chronically Absent</p> <p>Declined -0.6</p> <p>127 Students</p> | <p>English Learners</p> <p>7.1% Chronically Absent</p> <p>Declined -0.5</p> <p>14 Students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>4.8% Chronically Absent</p> <p>Declined -18.3</p> <p>21 Students</p> | <p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>1 Student</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  Green 4.7% Chronically Absent Declined -1 64 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
| Less than 11 Students 7 Students | 3.4% Chronically Absent Declined -4.6 29 Students |  No Performance Color 0 Students | 7.4% Chronically Absent Increased 7.4 27 Students |

Conclusions based on this data:

- 1.

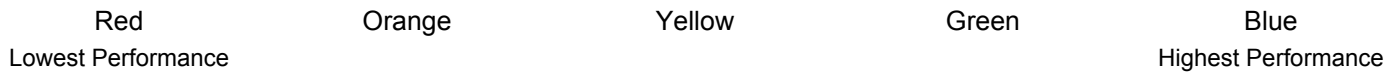
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

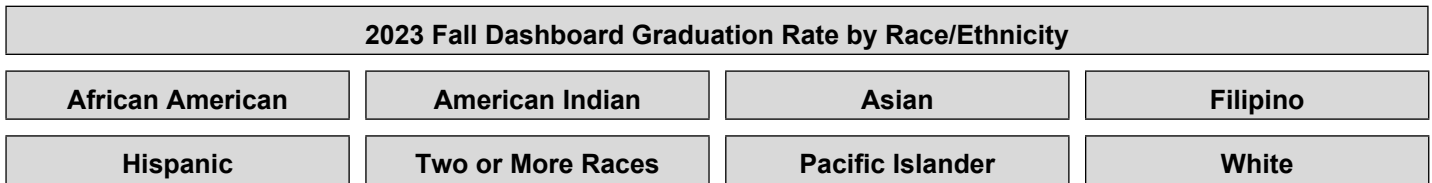
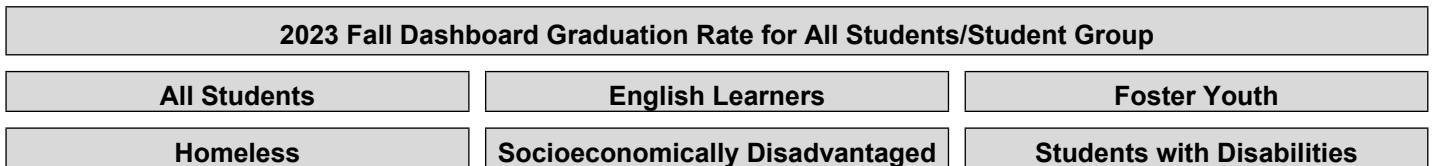
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. This is not applicable to Elementary Schools.

School and Student Performance Data

Conditions & Climate Suspension Rate

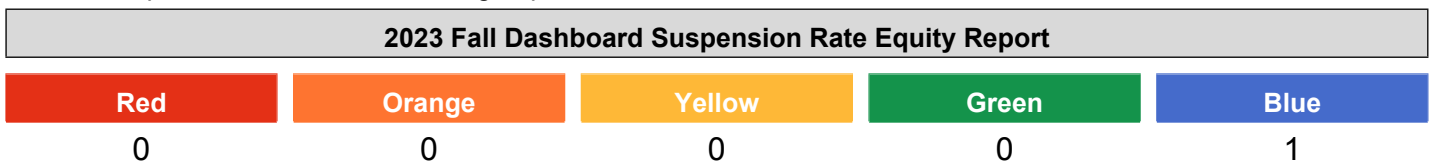
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








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.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| All Students Blue 0% suspended at least one day Maintained 0 127 Students | English Learners 0% suspended at least one day Maintained 0 14 Students | Foster Youth No Performance Color 0 Students |
| Homeless No Performance Color 0 Students | Socioeconomically Disadvantaged 0% suspended at least one day Maintained 0 21 Students | Students with Disabilities Less than 11 Students 1 Student |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  Blue 0% suspended at least one day Maintained 0 64 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
| Less than 11 Students 7 Students | 0% suspended at least one day Maintained 0 29 Students |  No Performance Color 0 Students | 0% suspended at least one day Maintained 0 27 Students |

Conclusions based on this data:

1. BUMI had a 0% suspension rate during the 2022 -2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.

Goal 1

Goal #2: Student Achievement-Maximize the performance of each student

Identified Need

English Language Arts: All students will improve by an average of 3 scaled score points. Underperforming significantly numbered subgroups would improve by an average of 5 scaled score points.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| 2022-2023 CAASPP scaled score/distance from level 3 | English Language Arts: Distance from Level 3: All Students +108 In the previous school year, the Distance from Level 3 for all students was +88. | Increase distance from level 3 by 3 scale points for all students |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitor student assessments and provide additional learning opportunities to those students not mastering skills and concepts including small group instruction based upon student need.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 6,036.00 | Library Grant 4000-4999: Books And Supplies Classroom Materials |
| 20,000.00 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention & ELD |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Identified Students

Strategy/Activity

ELD and/or Souday for students in need of additional support.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Due to the gap between CAASPP test administrations, our data is being used to set a new baseline.

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

No Changes

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.

No Changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal #2: Promote the social-emotional and behavioral development of each student.

Goal 2

By June 2023 the rate of Chronic Absenteeism, more than 10% absences in the school year, will remain into the Very Low range as measured by CA Schools Dashboard.

Identified Need

The 2022-2023 Chronic Absenteeism rate was 4.72% for all students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------------------|---|
| CA Dashboard | Very Low status on the CA Dashboard | Maintain Very Low status on the Dashboard |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Review of attendance data

Proposed Expenditures for this Strategy/Activity

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

| | |
|-----------|-----------|
| Amount(s) | Source(s) |
|-----------|-----------|

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with 10% or more absences.

Strategy/Activity

Communication with Parents regarding attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

BUMI earned a Very Low status rating on the CA Dashboard for Chronic Absenteeism.

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

None

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

No Changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

Goal # 2: Promote the development of each student as a "whole" person.

Goal 3

By June 2024 the suspension rate for BUMI will remain in the "very low" rating range as measured by CA Schools Dashboard data reporting.

Identified Need

BUMI has a 0% suspension rate.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|-------------------------|------------------|
| CA Dashboard Suspension Rate Status | Very Low | Very Low |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitor discipline records & suspension rates

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote positive behavior through the use of Positive Action Tickets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Maintain Very Low (0%) suspension rate.

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

No Change

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.

No Change

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal #1: Student Achievement – Maximize the performance of each student and eliminate performance gaps between demographic subgroups.

Goal 4

Mathematics: BUMI's average scale score will increase by 3 points as measured by the State's Smarter Balanced Assessment of mathematics. Underperforming subgroups will increase scale score performance by 5 points.

Identified Need

Mathematics: Distance from Level 3: All Students +100

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| 2021/22 CAASPP scaled score and distance from level 3 | Distance from Level 3: All Students +108 | Increase scaled score 3 points for all students and 5 points for identified subgroups |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Examine school-wide and classroom specific data through collaboration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall, students are maintaining a high level of math performance in all tested grade levels.

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

This year, a new math program was adopted across BUSD. Collaboration and planning time is provided to improve student learning outcomes.

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.

No changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$26,036.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$26,036.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| LCFF - Supplemental | \$20,000.00 |
| Library Grant | \$6,036.00 |

Subtotal of state or local funds included for this school: \$26,036.00

Total of federal, state, and/or local funds for this school: \$26,036.00

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 |
|----------------|----------|---------|
| Library Grant | 6,036.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| | 0.00 |
| LCFF - Supplemental | 20,000.00 |
| Library Grant | 6,036.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 20,000.00 |
| 4000-4999: Books And Supplies | 6,036.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 20,000.00 |
| 4000-4999: Books And Supplies | Library Grant | 6,036.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 26,036.00 |
| Goal 3 | 0.00 |

Goal 4

0.00

School Site Council Membership

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

School Principal

Classroom Teachers

| Name of Members | Role |
|-------------------|----------------------------|
| Lu Zhai | Classroom Teacher |
| Shuting Wang | Classroom Teacher |
| Claudia Lee | Parent or Community Member |
| Sharla Overstreet | Other School Staff |
| Cinnamon Johnsrud | Principal |
| Ada Pizon | Parent or Community Member |
| Bin Li | 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 1-11-24.

Attested:

| | |
|---|---|
|  | Principal, Cinnamon Johnsrud on 1/10/24 |
|  | SSC Chairperson, Sharla Overstreet on |

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019