

School Year: 2020-21



# 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 |
|------------------------------------|-----------------------------------|--|---------------------------|
| Norman R. Brekke Elementary School | 56725386114029                    | October 16, 2020                       | November 4, 2020          |

## 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.

Brekke's vision statement - To be an exemplary school - is a reflection of our belief in "students first, all the time". At Brekke, we believe that all students can achieve at high levels and that maintaining high expectations, growth mindset, and positive behavior supports are essential keys to delivering an exceptional educational experience. Even though our current circumstances have made the delivery of instruction non conventional, we continue to strive towards being an exemplary school. California's Department of Education states that "Best First Instruction" is essential in order for students to acquire understanding, catch up, and keep up with progressive learning targets. To define this approach to teaching, Brekke has adopted the acronym G.I.F.T., which means Great Instruction the First Time with the expectation that all students will demonstrate grade-level proficiency in reading, writing and math. We intend to deliver the G.I.F.T to our students by providing professional development to support staff in identifying and delivering lessons using proven instructional strategies. School and District Administration will perform learning walks (class visitations) to validate, observe, and provide feedback to support implementation of the G.I.F.T.

Furthermore, through the use of a Depth and Complexity Model, and mindset practices, students are provided the broadest opportunity to access challenging curricula. We use the common core state standards to guide our academic focus. In every classroom, teachers and staff are able to provide students with the opportunities to think critically and creatively and to communicate and collaborate, which ultimately strengthens their 21st Century college and career readiness skills. Data analysis is used to improve instructional practices so that the rigor needed to push our students forward is evident in every classroom. In addition to our focus on strong first instruction, Brekke will continue to provide targeted intervention and enrichment through our multi-tiered system of supports (MTSS).

The Accelerated Reader program is used school wide to encourage students to read independently and reach individual reading goals. This program encourages students to pursue their own interests and fosters life-long readers. Lexia and ST Math are additional individualized and adaptive online intervention programs offered to students. In addition to skill practice, these programs provide students, parents, and teachers with valuable data regarding student fluency in math and language arts.

The district funded one Intervention Service Provider in the area of reading to help mitigate learning loss due to prolonged distance learning. Brekke has funded two additional Intervention Service providers to deliver additional support to our students helping them "catch up and keep up". One provider is designated to support reading and the other one is designated for math. Our Intervention Service Providers work directly with students, collaborate with teachers and serve as a valuable resource to all teachers in reading and math instruction.

Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing) through the development of academic vocabulary, communication and critical thinking skills. This will be done in a variety of contexts such as virtual book clubs, writing and speech contest.

During PLC's grade levels work together to analyze data and to plan lessons and interventions. This time also allows the staff to meet regarding the implementation of the Common Core standards and focus on our District adopted curricula in all academic areas. This year as we meet virtually, Brekke continues to incorporate a Positive Behavior Intervention Support Approach called CHAMPS. This approach structures the interactions among students and staff to ensure mutual respect and

accelerate academic success. CHAMPS defines an instructional model that promotes academic focus and positive engagement called S.T.O.I.C. (Structure Setting, Teach Expectations, Observe Behaviors, Interact Positively, Correct Fluently). With CHAMPS, we are focused on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are also planned to share information on CHAMPS, distance learning procedures and practices, teaching strategies that build resiliency in their children, and in creating a growth mindset.

We encourage all family members to take a positive and active part in our children's learning. We have an active PTA, School Site Council and ELAC team. We will be providing opportunities for our parents to learn technology and the district adopted programs to better assist their children in online learning.

As a staff, we are committed to being an exemplary school by putting proven systems in place to help our students become confident and resilient life-long learners. We strive to promote a school culture wherein our core values of Equity, Integrity, Accountability and Service are evident in our every action; thus, effectively meeting the requirements of the Every Student Succeeds Act (ESSA).

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 4
- Comprehensive Needs Assessment Components ..... 6
  - Data Analysis ..... 6
  - Classroom Observations..... 6
  - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement ..... 11
- Resource Inequities ..... 11
- School and Student Performance Data ..... 12
  - Student Enrollment..... 12
  - CAASPP Results..... 14
  - ELPAC Results ..... 18
  - Student Population ..... 21
  - Overall Performance ..... 22
  - Academic Performance ..... 23
  - Academic Engagement..... 29
  - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
  - Goal 1..... 34
  - Goal 2..... 57
  - Goal 3..... 74
- Budget Summary ..... 89
  - Budget Summary ..... 89
  - Other Federal, State, and Local Funds ..... 89
- Budgeted Funds and Expenditures in this Plan ..... 90
  - Funds Budgeted to the School by Funding Source..... 90
  - Expenditures by Funding Source ..... 90
  - Expenditures by Budget Reference and Funding Source ..... 90
  - Expenditures by Goal..... 91
- School Site Council Membership ..... 92
- Recommendations and Assurances ..... 93
- Instructions..... 94
  - Instructions: Linked Table of Contents..... 94
  - Purpose and Description..... 95
  - Stakeholder Involvement..... 95

Resource Inequities .....95  
Goals, Strategies, Expenditures, & Annual Review .....96  
Annual Review .....97  
Budget Summary .....98  
Appendix A: Plan Requirements .....100  
Appendix B: .....103  
Appendix C: Select State and Federal Programs .....105

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

Weekly informal classroom observations helped determine there is an inconsistent use of effective online teaching strategies across all grade levels in both Language Arts and Math. Therefore, an area for growth will be to consistently use engaging, interactive teaching strategies to instruct students in the Common Core in all grade levels. In addition, we will continue working towards the increase use of effective teaching strategies, such as planning for and monitoring student engagement and provide regular opportunities for student collaboration across all curricular areas.

## 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)

We use summative and formative data in order to understand the academic needs of our students. We work collaboratively, using the PLC model to construct a collective understanding of our how our professional practice is impacting student learning. CAASPP and ELPAC scores are used to identify trends and areas of strength in student academic achievement. Based on this data, we construct a school-wide plan that aligns our resources and provide interventions and enrichment opportunities for all our students. As a staff, this data also informs how we utilize our budget to support professional development and provide supplemental materials and programs to boost student achievement. STAR 360 Assessments, data from Lexia, ST Math and the CAASPP Interim Assessment Blocks (IABs) are used systematically as formative assessments. Formative data is used to plan ongoing instruction, monitor student progress, group students, and implement MTSS structures to support high levels of student learning. Additionally, formative data is used during our weekly PLC collaboration time to ensure our PLC discussions consistently focus on academic student growth.

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

PLC Grade level teams meet once a week to monitor student progress using a variety of assessments including the curriculum embedded assessments, such as Wonders and My Math. Teachers use the results of these assessments to inform their instruction, identify students in need of further review or intervention, and group students for differentiated instruction in ELD, Math or ELA instruction. During PLCs, teachers review the varied assessments available to determine the level of rigor presented within the assessment and the Depth of Knowledge students would need to convey their learning. This helps teachers ensure the assessments are aligned to the instruction.

Additionally, we monitor all student reading and math progress throughout the year via monthly STAR 360 assessments. The Principal leads student monitoring conferences with individual teachers three times per year. During these meetings, the teacher has an opportunity to review academic data gathered and individual student concerns with the Principal. Together they identify key standards needed to be addressed during whole class instruction and small group intervention. Students who have been identified as needing additional support and are not making expected growth after receiving additional in-class interventions will be referred to the Intervention Service Providers and/or the SST process.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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

Our school has participated in CA Principals Network (CAPS), which is accredited through UC Davis. This program offers Principals and Teacher Leader teams professional development to learn the specific structures and protocols that characterize effective PLCs conducive to high student achievement. We are putting a pause on the trainings offered by this program, but continue to implement the structures of effective PLC's. Grade level leads work with their grade level teams to implement these PLC structures.

Our PLCs are structured around the four essential questions: 1) What do we want students to know? 2) How do we know that they have learned it? 3) What will we do if they haven't? 4) What will we do if they have?

Our PLCs meet weekly to identify learning targets, develop and agree upon common assessments, analyze data, and create a plan to ensure all students learn at high levels. In addition to weekly grade level collaboration, we also engage in vertical teaming to align and define the essential standards that build the learning progression within each academic discipline.

## Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.



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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

## **Opportunity and Equal Educational Access**

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

At Brekke, we use the MTSS Model to help our under performing students meet grade level standards. This MTSS Model includes three tiers of interventions; Tier I, Tier II, and Tier III. During regular student monitoring by teacher and grade level collaboration, students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 4-8 weeks and are specific to the student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. When the interventions are not working, students are referred to the Coordinated Services Team (CST) for another 4-8 weeks of interventions, which can involve the Intervention Service Provider or school counselor. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST), which involves the parents as partners in the education of their children. Students are referred to Tier III interventions and continue to be closely monitored. Those that are still not demonstrating adequate progress, may be referred to for a Special Education Evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first good instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitor and checking for understanding, and providing corrective feedback.

## Parental Engagement

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

At Brekke, we believe in forming strong partnerships with parents and the community as they are essential to assist underachieving students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Virtual Family Nights that focus on technology use, Literacy, Science and Math to raise understanding and awareness of the grade level expectations. We invite parents to attend virtual Parent-Teacher conferences to review student achievement data. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings are held to review progress toward meeting the expected goals.

We also provide weekly Dolphin Pride Award Awards in which we recognize students for a variety of reasons and invite parents and students to come to the front of the school to be recognized and pick an incentive. We encourage parents to become active members of our ELAC, SSC and PTA. Additionally, we invite parents to attend parent training, such as Project to Inspire and Loving Solutions. The counselor will also provide seminars on topics of interest during parent events.

Furthermore, parents enjoy participating in the PTA community building activities, such as drive thru dinner nights and virtual game nights. The PTA conducts fundraising opportunities and funds are used to provide incentives for the students and items to promote a positive and engaging culture at Brekke.

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)

We feel fortunate to have strong parent involvement at Brekke and we will continue to foster this partnership through 2020-2021 school year. Involvement of parents, community representatives, classroom teachers, and other personnel is vital in assisting in planning, implementing and evaluating programs at Brekke. Parent governance teams such as the School Site Council, English Learner Advisory Committee and Parent Teacher Association are elected by other parents on an annual basis. Parent governance teams, teachers and other personnel provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). Throughout the year, the various parent governance teams and staff members monitor the implementation and progress toward meeting the SPSA goals and revise the plan as necessary.

## Funding

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

Categorical funds were used to support small group interventions and programs for differentiation in instruction to meet the needs of under performing students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.

## Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

## Stakeholder 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

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data is shared with and input is elicited from ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other stakeholder groups and aligns the agreed upon actions with the budget.

## Resource Inequities

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

According to the 2019-2020 SPSA, LCFF funds were allocated to provide substitutes for peer observations, student monitoring conferences, and professional development. Due to a shortage of substitutes on some of the scheduled dates, we were unable to perform the activity. Another inequity from the 2019-2020 school year involved the funds designated for after-school professional development provided by the site math and tech mentors. This inequity was due to teachers not taking advantage of these professional development opportunities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |       |        |                    |       |       |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |       |        | Number of Students |       |       |
|                                | 17-18                 | 18-19 | 19-20  | 17-18              | 18-19 | 19-20 |
| American Indian                | %                     | %     | 0.16%  |                    |       | 1     |
| African American               | 0.67%                 | %     | 0.65%  | 4                  |       | 4     |
| Asian                          | 4.99%                 | %     | 3.74%  | 30                 |       | 23    |
| Filipino                       | 5.66%                 | %     | 5.53%  | 34                 |       | 34    |
| Hispanic/Latino                | 84.69%                | %     | 84.23% | 509                |       | 518   |
| Pacific Islander               | %                     | %     | 0.16%  |                    |       | 1     |
| White                          | 3.33%                 | %     | 4.55%  | 20                 |       | 28    |
| Multiple/No Response           | %                     | %     | 0.98%  |                    |       | 0     |
| <b>Total Enrollment</b>        |                       |       |        | 601                |       | 615   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 17-18              | 18-19 | 19-20 |
| Kindergarten                      | 112                | 116   | 123   |
| Grade 1                           | 94                 | 94    | 97    |
| Grade 2                           | 89                 | 97    | 98    |
| Grade3                            | 95                 | 95    | 97    |
| Grade 4                           | 105                | 103   | 94    |
| Grade 5                           | 106                | 103   | 106   |
| <b>Total Enrollment</b>           | 601                | 608   | 615   |

### Conclusions based on this data:

Our current enrollment shows we have 35 fewer students to start the 2020-2021 school year than we had in 2019-2020. This could be in part due to the difficulties with distance learning or a result of the larger trend we see in our city. Based on 2020-2021 enrollment data and subgroup percentages there are no significant changes from prior year trends. The largest subgroup at Brekke is Hispanic/Latino followed by Filipino. We look at the data from all subgroups to make sure the needs of each subgroup is being met with equitable practices.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 17-18              | 18-19 | 19-20 | 17-18               | 18-19 | 19-20 |
| English Learners                              |                    |       | 180   |                     |       | 29.3% |
| Fluent English Proficient (FEP)               |                    |       | 74    |                     |       | 12.0% |
| Reclassified Fluent English Proficient (RFEP) |                    |       | 50    | 16%                 | 22%   | 24.5% |

### Conclusions based on this data:

Brekke had an increase in percent of students that were reclassified between 2017-2018 and 2018-2019. We increased from 16% to 22% respectively. The ELPAC was not administered in the spring of 2020 but based on the data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. During distance learning, all students in TK-5th grade will receive 20 minutes of Designated ELD daily. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

# 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 |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 90                     | 89    | 93    | 88                   | 89    | 92    | 88                 | 89    | 92    | 97.8                   | 100   | 98.9  |
| Grade 4                                | 100                    | 98    | 98    | 100                  | 97    | 98    | 100                | 97    | 98    | 100                    | 99    | 100   |
| Grade 5                                | 104                    | 104   | 94    | 104                  | 104   | 93    | 104                | 104   | 93    | 100                    | 100   | 98.9  |
| All Grades                             | 294                    | 291   | 285   | 292                  | 290   | 283   | 292                | 290   | 283   | 99.3                   | 99.7  | 99.3  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2394.            | 2389. | 2413. | 17.05      | 10.11 | 25.00 | 11.36          | 21.35 | 20.65 | 32.95             | 29.21 | 27.17 | 38.64          | 39.33 | 27.17 |
| Grade 4                              | 2435.            | 2457. | 2460. | 10.00      | 19.59 | 19.39 | 23.00          | 25.77 | 27.55 | 23.00             | 22.68 | 20.41 | 44.00          | 31.96 | 32.65 |
| Grade 5                              | 2465.            | 2460. | 2493. | 8.65       | 3.85  | 18.28 | 26.92          | 28.85 | 22.58 | 25.96             | 26.92 | 36.56 | 38.46          | 40.38 | 22.58 |
| All Grades                           | N/A              | N/A   | N/A   | 11.64      | 11.03 | 20.85 | 20.89          | 25.52 | 23.67 | 27.05             | 26.21 | 27.92 | 40.41          | 37.24 | 27.56 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |  |
| Grade 3  | 12.50            | 10.11 | 28.26 | 44.32                 | 47.19 | 44.57 | 43.18            | 42.70 | 27.17 |  |
| Grade 4  | 15.00            | 22.68 | 20.41 | 48.00                 | 47.42 | 44.90 | 37.00            | 29.90 | 34.69 |  |
| Grade 5  | 10.58            | 11.54 | 24.73 | 50.96                 | 53.85 | 51.61 | 38.46            | 34.62 | 23.66 |  |
| All Grades   | 12.67            | 14.83 | 24.38 | 47.95                 | 49.66 | 47.00 | 39.38            | 35.52 | 28.62 |  |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3   | 12.50            | 11.24 | 13.04 | 47.73                 | 43.82 | 53.26 | 39.77            | 44.94 | 33.70 |
| Grade 4   | 8.00             | 15.46 | 14.29 | 58.00                 | 49.48 | 64.29 | 34.00            | 35.05 | 21.43 |
| Grade 5   | 17.31            | 9.62  | 13.98 | 46.15                 | 50.96 | 61.29 | 36.54            | 39.42 | 24.73 |
| All Grades  | 12.67            | 12.07 | 13.78 | 50.68                 | 48.28 | 59.72 | 36.64            | 39.66 | 26.50 |

| <b>Listening</b>                                    |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating effective communication skills</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                                  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>                 | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> |
| <b>Grade 3</b>                                      | 12.50                   | 12.36        | 22.83        | 69.32                        | 67.42        | 59.78        | 18.18                   | 20.22        | 17.39        |
| <b>Grade 4</b>                                      | 9.00                    | 11.34        | 16.33        | 66.00                        | 76.29        | 59.18        | 25.00                   | 12.37        | 24.49        |
| <b>Grade 5</b>                                      | 10.58                   | 12.50        | 9.68         | 62.50                        | 60.58        | 69.89        | 26.92                   | 26.92        | 20.43        |
| <b>All Grades</b>                                   | 10.62                   | 12.07        | 16.25        | 65.75                        | 67.93        | 62.90        | 23.63                   | 20.00        | 20.85        |

| <b>Research/Inquiry</b>                                     |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Investigating, analyzing, and presenting information</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>                 | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> |
| <b>Grade 3</b>  | 14.77                   | 15.73        | 18.48        | 50.00                        | 51.69        | 54.35        | 35.23                   | 32.58        | 27.17        |
| <b>Grade 4</b>  | 13.00                   | 17.53        | 21.43        | 54.00                        | 57.73        | 48.98        | 33.00                   | 24.74        | 29.59        |
| <b>Grade 5</b>  | 13.46                   | 12.50        | 27.96        | 44.23                        | 48.08        | 43.01        | 42.31                   | 39.42        | 29.03        |
| <b>All Grades</b>   | 13.70                   | 15.17        | 22.61        | 49.32                        | 52.41        | 48.76        | 36.99                   | 32.41        | 28.62        |

**Conclusions based on this data:**

In language arts, all grade levels increased their percentage of students who met or exceeded benchmark from 2017-2018 school year to 2018-2019 school year. In reviewing our claims from the 2018-2019 CAASPP results, we see that the majority of students are achieving at the Near Standard level in each area. The claim with the least percentage of students achieving at the Above Standard level is claim 2 (writing). The CAASPP was not administered in the spring of 2020 but the formative data we have shows we need to continue to focus on writing. As a result, writing instruction in all academic areas will be the area of focus in the upcoming year.

# 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 |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 90                     | 89    | 93    | 88                   | 89    | 92    | 88                 | 89    | 92    | 97.8                   | 100   | 98.9  |
| Grade 4                                | 100                    | 98    | 98    | 100                  | 97    | 98    | 100                | 97    | 98    | 100                    | 99    | 100   |
| Grade 5                                | 104                    | 104   | 94    | 104                  | 104   | 93    | 104                | 104   | 93    | 100                    | 100   | 98.9  |
| All Grades                             | 294                    | 291   | 285   | 292                  | 290   | 283   | 292                | 290   | 283   | 99.3                   | 99.7  | 99.3  |

\* 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 |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2405.            | 2393. | 2414. | 7.95       | 2.25  | 8.70  | 25.00          | 19.10 | 33.70 | 30.68             | 40.45 | 21.74 | 36.36          | 38.20 | 35.87 |
| Grade 4                              | 2428.            | 2441. | 2435. | 2.00       | 8.25  | 5.10  | 19.00          | 20.62 | 17.35 | 41.00             | 36.08 | 43.88 | 38.00          | 35.05 | 33.67 |
| Grade 5                              | 2449.            | 2433. | 2466. | 2.88       | 1.92  | 10.75 | 15.38          | 5.77  | 12.90 | 25.96             | 31.73 | 26.88 | 55.77          | 60.58 | 49.46 |
| All Grades                           | N/A              | N/A   | N/A   | 4.11       | 4.14  | 8.13  | 19.52          | 14.83 | 21.20 | 32.53             | 35.86 | 31.10 | 43.84          | 45.17 | 39.58 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 17.05            | 11.24 | 18.48 | 38.64                 | 38.20 | 41.30 | 44.32            | 50.56 | 40.22 |
| Grade 4  | 9.00             | 10.31 | 6.12  | 33.00                 | 37.11 | 32.65 | 58.00            | 52.58 | 61.22 |
| Grade 5  | 4.81             | 1.92  | 16.13 | 25.00                 | 24.04 | 30.11 | 70.19            | 74.04 | 53.76 |
| All Grades   | 9.93             | 7.59  | 13.43 | 31.85                 | 32.76 | 34.63 | 58.22            | 59.66 | 51.94 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 14.77            | 7.87  | 19.57 | 48.86                 | 48.31 | 48.91 | 36.36            | 43.82 | 31.52 |
| Grade 4  | 6.00             | 14.43 | 6.12  | 50.00                 | 43.30 | 57.14 | 44.00            | 42.27 | 36.73 |
| Grade 5  | 6.73             | 2.88  | 11.83 | 35.58                 | 39.42 | 41.94 | 57.69            | 57.69 | 46.24 |
| All Grades   | 8.90             | 8.28  | 12.37 | 44.52                 | 43.45 | 49.47 | 46.58            | 48.28 | 38.16 |



| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| <b>Grade 3</b>   | 19.32            | 6.74  | 19.57 | 53.41                 | 58.43 | 50.00 | 27.27            | 34.83 | 30.43 |
| <b>Grade 4</b>   | 7.00             | 9.28  | 10.20 | 42.00                 | 42.27 | 50.00 | 51.00            | 48.45 | 39.80 |
| <b>Grade 5</b>   | 7.69             | 0.96  | 10.75 | 43.27                 | 36.54 | 41.94 | 49.04            | 62.50 | 47.31 |
| <b>All Grades</b>  | 10.96            | 5.52  | 13.43 | 45.89                 | 45.17 | 47.35 | 43.15            | 49.31 | 39.22 |

**Conclusions based on this data:**

Overall our mathematics scores are significantly lower than our language arts scores. In math, 3rd and 5th grade had significant growth in the percentage of students who met or exceeded benchmark from 2017-2018 school year to 2018-2019 school year and 4th grade had a drop. In reviewing our claims from the 2018-2019 CAASPP results, we see that the percent of students at the Above Standard level are the low in all claims. Additionally, claim 1 (applying concepts and procedures) had the largest percentage of students at the below standard level. The CAASPP was not administered in 2020 but the formative data indicated Brekke was making gains but we need to continue to have math as an area of focus school-wide. We will be utilizing one Intervention Service Provider to support math intervention and enrichment.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |               |        |                  |        |                           |       |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level  | Overall |        | Oral Language |        | Written Language |        | Number of Students Tested |       |
|  | 17-18   | 18-19  | 17-18         | 18-19  | 17-18            | 18-19  | 17-18                     | 18-19 |
| Grade K  |         | 1388.4 |               | 1399.8 |                  | 1361.4 |                           | 37    |
| Grade 1  |         | 1433.8 |               | 1435.5 |                  | 1431.6 |                           | 41    |
| Grade 2  |         | 1510.4 |               | 1516.7 |                  | 1503.5 |                           | 39    |
| Grade 3  |         | 1474.1 |               | 1464.7 |                  | 1482.9 |                           | 18    |
| Grade 4  |         | 1446.8 |               | 1433.6 |                  | 1459.4 |                           | 20    |
| Grade 5  |         | *      |               | *      |                  | *      |                           | 10    |
| All Grades   |         |        |               |        |                  |        |                           | 165   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level   | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|   | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| K   |         | 5.41  |         | 18.92 |         | 51.35 |         | 24.32 |                          | 37    |
| 1   |         | 7.32  |         | 39.02 |         | 31.71 |         | 21.95 |                          | 41    |
| 2   |         | 33.33 |         | 51.28 |         | 12.82 |         | 2.56  |                          | 39    |
| 3   |         | 0.00  |         | 22.22 |         | 66.67 |         | 11.11 |                          | 18    |
| 4   |         | 10.00 |         | 60.00 |         | 5.00  |         | 25.00 |                          | 20    |
| All Grades  |         | 13.94 |         | 38.18 |         | 30.91 |         | 16.97 |                          | 165   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |         |       |         |       |         |       |                          |       |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level  | Level 4 |       | Level 3 |       | Level 2 |       | Level 1 |       | Total Number of Students |       |
|  | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| K  |         | 8.11  |         | 24.32 |         | 43.24 |         | 24.32 |                          | 37    |
| 1  |         | 14.63 |         | 48.78 |         | 17.07 |         | 19.51 |                          | 41    |
| 2  |         | 48.72 |         | 41.03 |         | 7.69  |         | 2.56  |                          | 39    |
| 3  |         | 11.11 |         | 44.44 |         | 22.22 |         | 22.22 |                          | 18    |
| 4  |         | 30.00 |         | 40.00 |         | 10.00 |         | 20.00 |                          | 20    |
| All Grades   |         | 23.64 |         | 40.00 |         | 19.39 |         | 16.97 |                          | 165   |

| <b>Written Language</b>  |                |              |                |              |                |              |                |              |                                 |              |
|--|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|---------------------------------|--------------|
| <b>Percentage of Students at Each Performance Level for All Students</b> |                |              |                |              |                |              |                |              |                                 |              |
| <b>Grade Level</b>   | <b>Level 4</b> |              | <b>Level 3</b> |              | <b>Level 2</b> |              | <b>Level 1</b> |              | <b>Total Number of Students</b> |              |
|  | <b>17-18</b>   | <b>18-19</b> | <b>17-18</b>   | <b>18-19</b> | <b>17-18</b>   | <b>18-19</b> | <b>17-18</b>   | <b>18-19</b> | <b>17-18</b>                    | <b>18-19</b> |
| <b>K</b>   |                | 5.41         |                | 18.92        |                | 48.65        |                | 27.03        |                                 | 37           |
| <b>1</b>   |                | 7.32         |                | 29.27        |                | 31.71        |                | 31.71        |                                 | 41           |
| <b>2</b>   |                | 12.82        |                | 53.85        |                | 23.08        |                | 10.26        |                                 | 39           |
| <b>3</b>   |                | 0.00         |                | 11.11        |                | 77.78        |                | 11.11        |                                 | 18           |
| <b>4</b>   |                | 15.00        |                | 45.00        |                | 10.00        |                | 30.00        |                                 | 20           |
| <b>All Grades</b>  |                | 8.48         |                | 32.73        |                | 36.97        |                | 21.82        |                                 | 165          |

| <b>Listening Domain</b>  |                       |              |                            |              |                  |              |                                 |              |  |
|--|-----------------------|--------------|----------------------------|--------------|------------------|--------------|---------------------------------|--------------|--|
| <b>Percentage of Students by Domain Performance Level for All Students</b> |                       |              |                            |              |                  |              |                                 |              |  |
| <b>Grade Level</b>   | <b>Well Developed</b> |              | <b>Somewhat/Moderately</b> |              | <b>Beginning</b> |              | <b>Total Number of Students</b> |              |  |
|  | <b>17-18</b>          | <b>18-19</b> | <b>17-18</b>               | <b>18-19</b> | <b>17-18</b>     | <b>18-19</b> | <b>17-18</b>                    | <b>18-19</b> |  |
| <b>K</b>   |                       | 5.41         |                            | 75.68        |                  | 18.92        |                                 | 37           |  |
| <b>1</b>   |                       | 36.59        |                            | 51.22        |                  | 12.20        |                                 | 41           |  |
| <b>2</b>   |                       | 43.59        |                            | 53.85        |                  | 2.56         |                                 | 39           |  |
| <b>3</b>   |                       | 0.00         |                            | 66.67        |                  | 33.33        |                                 | 18           |  |
| <b>4</b>   |                       | 5.00         |                            | 70.00        |                  | 25.00        |                                 | 20           |  |
| <b>All</b>   |                       | 21.82        |                            | 62.42        |                  | 15.76        |                                 | 165          |  |

| <b>Speaking Domain</b>   |                       |              |                            |              |                  |              |                                 |              |
|--|-----------------------|--------------|----------------------------|--------------|------------------|--------------|---------------------------------|--------------|
| <b>Percentage of Students by Domain Performance Level for All Students</b> |                       |              |                            |              |                  |              |                                 |              |
| <b>Grade Level</b>   | <b>Well Developed</b> |              | <b>Somewhat/Moderately</b> |              | <b>Beginning</b> |              | <b>Total Number of Students</b> |              |
|  | <b>17-18</b>          | <b>18-19</b> | <b>17-18</b>               | <b>18-19</b> | <b>17-18</b>     | <b>18-19</b> | <b>17-18</b>                    | <b>18-19</b> |
| <b>K</b>   |                       | 8.11         |                            | 67.57        |                  | 24.32        |                                 | 37           |
| <b>1</b>   |                       | 7.32         |                            | 70.73        |                  | 21.95        |                                 | 41           |
| <b>2</b>   |                       | 46.15        |                            | 48.72        |                  | 5.13         |                                 | 39           |
| <b>3</b>   |                       | 33.33        |                            | 55.56        |                  | 11.11        |                                 | 18           |
| <b>4</b>   |                       | 50.00        |                            | 30.00        |                  | 20.00        |                                 | 20           |
| <b>All Grades</b>  |                       | 28.48        |                            | 54.55        |                  | 16.97        |                                 | 165          |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| <b>K</b>  |                | 5.41  |                     | 75.68 |           | 18.92 |                          | 37    |
| <b>1</b>  |                | 14.63 |                     | 51.22 |           | 34.15 |                          | 41    |
| <b>2</b>  |                | 12.82 |                     | 76.92 |           | 10.26 |                          | 39    |
| <b>3</b>  |                | 0.00  |                     | 50.00 |           | 50.00 |                          | 18    |
| <b>4</b>  |                | 0.00  |                     | 70.00 |           | 30.00 |                          | 20    |
| <b>All Grades</b>   |                | 8.48  |                     | 66.67 |           | 24.85 |                          | 165   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |                     |       |           |       |                          |       |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level   | Well Developed |       | Somewhat/Moderately |       | Beginning |       | Total Number of Students |       |
|   | 17-18          | 18-19 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| <b>K</b>  |                | 29.73 |                     | 35.14 |           | 35.14 |                          | 37    |
| <b>1</b>  |                | 14.63 |                     | 58.54 |           | 26.83 |                          | 41    |
| <b>2</b>  |                | 30.77 |                     | 58.97 |           | 10.26 |                          | 39    |
| <b>3</b>  |                | 11.11 |                     | 83.33 |           | 5.56  |                          | 18    |
| <b>4</b>  |                | 50.00 |                     | 25.00 |           | 25.00 |                          | 20    |
| <b>All Grades</b>   |                | 26.67 |                     | 52.12 |           | 21.21 |                          | 165   |

**Conclusions based on this data:**

The ELPAC was not taken in 2019-2020 school year so the data shown is from the last testing period. Based on that data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. The data from the reading and writing domains indicate a larger percentage of our students need additional instruction and intervention. During distance learning, all students in TK-5th grade will receive 20 minutes of Designated ELD daily. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

# School and Student Performance Data

## Student Population

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

| 2018-19 Student Population                     |   |   |  |
|--|---|---|--|
| <b>Total Enrollment</b>                        | <b>Socioeconomically Disadvantaged</b>  | <b>English Learners</b>   | <b>Foster Youth</b>  |
| <b>600</b>                                     | <b>59.2</b>   | <b>34.0</b>   |  |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 204   | 34.0       |
| Homeless  | 8     | 1.3        |
| Socioeconomically Disadvantaged                   | 355   | 59.2       |
| Students with Disabilities                        | 82    | 13.7       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 4     | 0.7        |
| Asian                        | 27    | 4.5        |
| Filipino                     | 36    | 6.0        |
| Hispanic                     | 506   | 84.3       |
| Two or More Races            | 4     | 0.7        |
| Pacific Islander             | 1     | 0.2        |
| White                        | 22    | 3.7        |





### Conclusions based on this data:

Based on this data, we can conclude that Brekke has a large percentage of students who are socioeconomically disadvantaged. Brekke will continue to provide equitable opportunities for this population to ensure their academic and socio-emotional needs are met. We must ensure our families continue to have access to a variety of wrap-around services. We can also conclude that with our English Learners being the second largest sub group will continue to be provided designated and integrated ELD to ensure language acquisition and increase our reclassification rate.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

| Academic Performance  | Academic Engagement   | Conditions & Climate   |
|---|---|--|
| <b>English Language Arts</b><br><br>Yellow | <b>Chronic Absenteeism</b><br><br>Orange | <b>Suspension Rate</b><br><br>Green |
| <b>Mathematics</b><br><br>Yellow           |   |  |

### Conclusions based on this data:

Based on the CA Dashboard, Brekke had a significant increase on both English Language Arts and Mathematics from 2018 to 2019. From the formative data we studied, we believe Brekke would have continued to increase in both English Language Arts and Math on the 2020 summative assessments had they taken place. We will continue to focus on improving student achievement in ELA and Math by maintaining our goal of delivering "Best First Instruction". We will look at data on a regular basis to drive instruction and dictate our intervention needs. As we start our 2020-2021 school year we will continue to monitor student daily attendance, continue our PBIS approach in promoting positive interactions and behaviors, provide incentives for both attendance and behavior, and provide corrective measures to reduce the need for disciplinary action. Our suspension rate for 2019-2020 was under 0.5% and our goal is to continue staying under that mark.

#### Prediction for 2020 Dashboard:

Suspension- green or blue

ELA- green

Math- yellow

Absenteeism- orange

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group  |   |   |
|---|---|---|
| <p><b>All Students</b></p>  Yellow<br>10.8 points below standard<br>Increased Significantly<br>++21.3 points<br>288 | <p><b>English Learners</b></p>  Yellow<br>23.6 points below standard<br>Increased Significantly<br>++17.4 points<br>129                 | <p><b>Foster Youth</b></p>  No Performance Color<br>0 Students  |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5        | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>24.4 points below standard<br>Increased Significantly<br>++10.4 points<br>180 | <p><b>Students with Disabilities</b></p>  Red<br>77.4 points below standard<br>Maintained ++0.7 points<br>52 |

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| African American   | American Indian  | Asian  | Filipino  |
|--|--|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3     | <br>No Performance Color<br>0 Students  | <br>No Performance Color<br>34.5 points above standard<br>Increased Significantly<br>++25.9 points<br>15 | <br>No Performance Color<br>12.2 points above standard<br>Increased Significantly<br>++18.5 points<br>15 |
| Hispanic   | Two or More Races  | Pacific Islander   | White   |
| <br>Yellow<br>16.4 points below standard<br>Increased Significantly<br>++22.1 points<br>245 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8                  |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

| Current English Learner                                  | Reclassified English Learners   | English Only   |
|--|---|--|
| 82.3 points below standard<br>Declined -4.9 points<br>42 | 4.8 points above standard<br>Increased Significantly<br>++18.2 points<br>87 | 1.1 points below standard<br>Increased Significantly<br>++20.7 points<br>153 |

**Conclusions based on this data:**

Based on our projection of moving from yellow to green on the California Dashboard for ELA, we will continue with our effective strategies and add more structures, interventions, and enrichment to continue growth in academic achievement. In our weekly PLC's we will continue to focus on the four essential questions of: What do we want students to know?, How will we know they learned it?, How will we support students that have not learned it?, and How will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide.



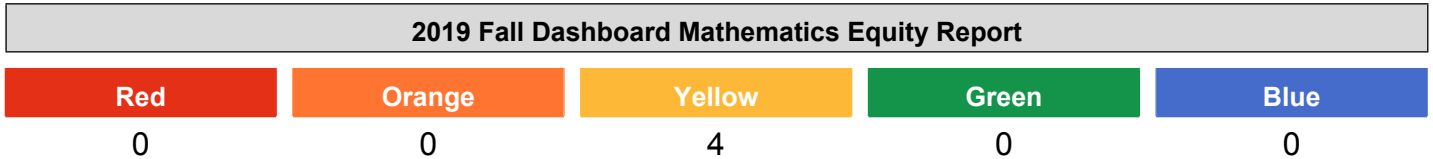
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group  |   |   |
|---|---|---|
| <p><b>All Students</b></p>  Yellow<br>43.1 points below standard<br>Increased Significantly<br>++16.6 points<br>287 | <p><b>English Learners</b></p>  Yellow<br>53.8 points below standard<br>Increased Significantly<br>++15.1 points<br>128 | <p><b>Foster Youth</b></p>  |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5        | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>53.5 points below standard<br>Increased ++13.8 points<br>179  | <p><b>Students with Disabilities</b></p>  Yellow<br>88.4 points below standard<br>Increased ++9.4 points<br>51 |

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian  | Asian  | Filipino   |
|--|--|--|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>16.3 points above standard<br>Increased Significantly<br>++28.1 points<br>15 | <br>No Performance Color<br>5.2 points above standard<br>Increased Significantly<br>++47.4 points<br>15 |
| Hispanic   | Two or More Races  | Pacific Islander   | White  |
| <br>Yellow<br>52.1 points below standard<br>Increased ++13.2 points<br>245              | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7                  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7                 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner                                   | Reclassified English Learners  | English Only  |
|---|--|---|
| 97.2 points below standard<br>Declined -10.3 points<br>42 | 32.6 points below standard<br>Increased Significantly<br>++22.7 points<br>86 | 35.2 points below standard<br>Increased Significantly<br>++15.3 points<br>153 |

#### Conclusions based on this data:

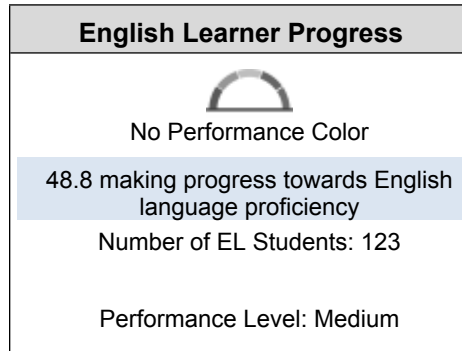
Based on our projection of moving from orange to yellow on our California Dashboard for Math, we will continue with our planned activities. Additionally we will add activities that build on our collective strengths to promote higher levels of academic achievement. In our weekly PLC's we will continue to focus on the four essential questions of: What do we want students to know?, How will we know they learned it?, How will we support students that have not learned it?, and How will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide. We will utilize the service of one Intervention Service Provider to support the necessary interventions in math.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 19.5                     | 31.7                                       | 1.6                     | 47.1                               |

#### Conclusions based on this data:

Based on our projection, there will be a discrepancy between the performance level of English Learners as compared to English proficient students. Therefore, teachers will continue to provide both Integrated and Designated ELD to increase English Learner proficiency. During distance learning, all English Learners will receive 20 minutes of designated English language development. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

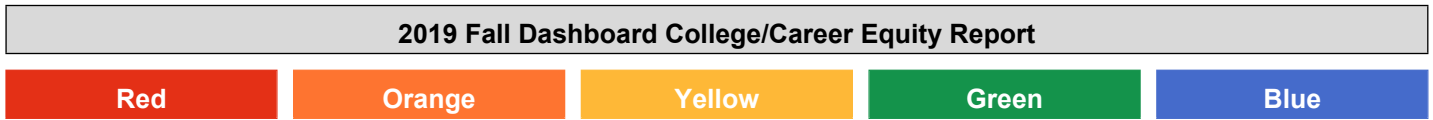
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

| 2019 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| <b>Class of 2017</b>                                  | <b>Class of 2018</b> | <b>Class of 2019</b> |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

N/A

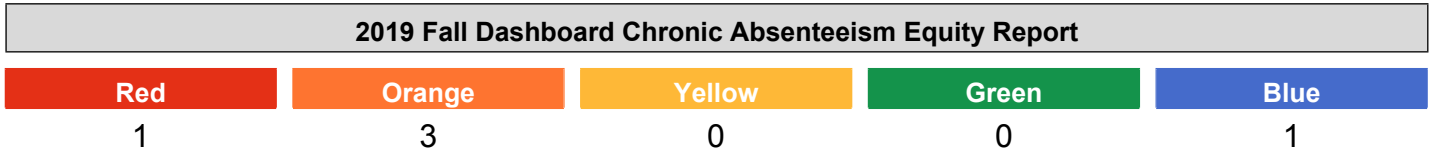
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |  |  |
|---|--|--|
| <p><b>All Students</b></p>  Orange<br>9.1<br>Increased +3<br>623 | <p><b>English Learners</b></p>  Orange<br>7.7<br>Increased +1.4<br>221                              | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 |
| <p><b>Homeless</b></p>  No Performance Color<br>33.3<br>12     | <p><b>Socioeconomically Disadvantaged</b></p>  Red<br>11.6<br>Increased Significantly +4.7<br>398 | <p><b>Students with Disabilities</b></p>  Orange<br>14.5<br>Increased +2<br>110                               |

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| African American   | American Indian  | Asian   | Filipino  |
|--|--|---|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 | <br>No Performance Color<br>13.8<br>Increased +4.1<br>29                                | <br>Blue<br>0<br>Declined -5.7<br>36                     |
| Hispanic   | Two or More Races  | Pacific Islander  | White   |
| <br>Orange<br>9.5<br>Increased Significantly +3.5<br>524                                | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>12.5<br>Increased +7.5<br>24 |

**Conclusions based on this data:**

Based on 2019 Dashboard Chronic Absenteeism data for All students, including Brekke's significant subgroups representing Socioeconomically Disadvantaged and Students with Disabilities' have increased. We recognize that in our time of distance learning attendance is challenging for some of our populations. We will frequently monitor and put programs in place to address students' and family's challenges, especially those in English Learner Subgroup, to attend school daily. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

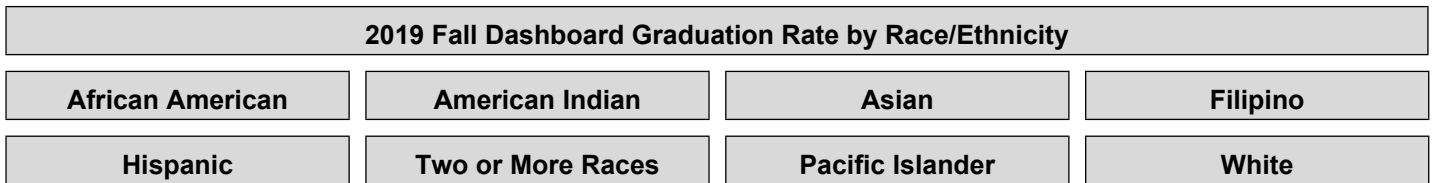
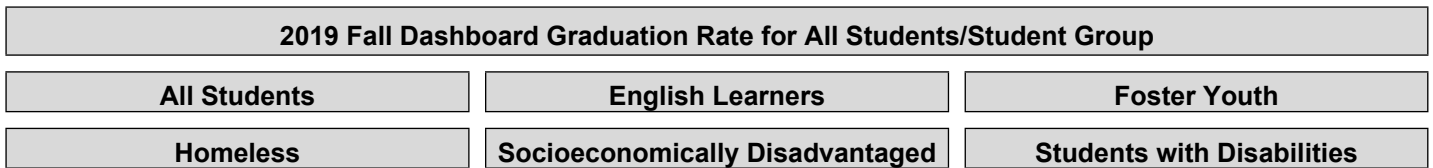
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

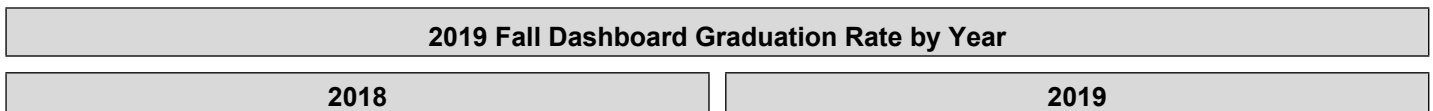
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

N/A

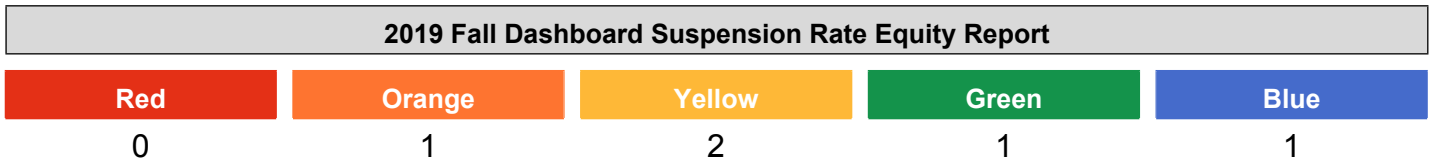
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.










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.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group                        |   |   |
|---|---|---|
| <p><b>All Students</b></p> <p>Green</p> <p>0.9</p> <p>Maintained +0.2</p> <p>636</p>      | <p><b>English Learners</b></p> <p>Yellow</p> <p>0.9</p> <p>Increased +0.5</p> <p>227</p>                | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p> |
| <p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>15</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.2</p> <p>Increased +0.4</p> <p>407</p> | <p><b>Students with Disabilities</b></p> <p>Green</p> <p>0.9</p> <p>Maintained -0.2</p> <p>112</p>      |



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American  | American Indian  | Asian  | Filipino  |
|---|--|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data<br>4  |  | <br>No Performance Color<br><div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0<br>29 | <br>Blue<br><div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0<br>36                 |
| Hispanic  | Two or More Races  | Pacific Islander   | White   |
| <br>Yellow<br><div style="background-color: #e6f2ff; padding: 2px; text-align: center;">1.1</div> Maintained +0.2<br>537 | <br>No Performance Color<br>Less than 11 Students - Data<br>5 | <br>No Performance Color<br>Less than 11 Students - Data<br>1  | <br>No Performance Color<br><div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0<br>24 |

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
|      | 0.8  | 0.9  |

**Conclusions based on this data:**

We had a slight increase in the suspension rate from 2018 (0.8%) to 2019 (0.82%), this is not significant. Brekke's suspension rate from 2019-2020 dropped to 0.49% which is well below the district average. Our work in our PBIS implementation and the supports of the counselor and Outreach Specialist all contributed to this reduction in suspensions. We will continue to move forward in these positive strategies and make it our goal of maintaining a suspension rate of lower than 0.5%.

# 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

Language Arts and Math

## LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

## Goal 1

All students will reach high academic standards in reading and mathematics.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction  
 To provide equipment, materials and technology resources that support high quality instruction  
 To provide opportunities for teachers to collaborate to improve teaching and learning

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome  | Expected Outcome  |
|------------------|--|---|
| CAASPP ELA       | Data from 2019 CAASPP. CAASPP was not given in 2020. The 3rd grade cohort are now 5th grade students: Overall 45% of the students Met or Exceed the state standards<br>In 3rd grade, 46% of students Met or Exceed the state standards<br>In 4th grade, 47% of students Met or Exceed the state standards<br>In 5th grade, 41% of students Met or Exceed the state standards | Students will demonstrate growth by moving across the bands indicated on the CAASPP ELA. Students scoring in the highest level will continue to stay in that level and increase their scale score. Brekke will increase the percentage of students who Meet or Exceed state standards by:<br>14% in 3rd grade<br>15% in 4th grade<br>11% in 5th grade |
| CAASPP Math      | Data from 2019 CAASPP, CAASPP was not given in 2020. The 3rd grade cohort are now 5th grade students: Overall 30% of the students Met or Exceed the state standards  | Students will demonstrate growth by moving across the bands indicated on the CAASPP Math. Students scoring in the highest level will continue to stay in that level and increase their scale score.   |

| Metric/Indicator        | Baseline/Actual Outcome  | Expected Outcome  |
|-------------------------|--|---|
|                         | <p>In 3rd grade, 43% of students Met or Exceed the state standards</p> <p>In 4th grade, 22% of students Met or Exceed the state standards</p> <p>In 5th grade, 25% of students Met or Exceed the state standards</p>   | <p>Brekke will Increase percentage of students who Meet or Exceed state standards by:</p> <p>10% in 3rd grade</p> <p>15% in 4th grade</p> <p>10% in 5th grade</p> <p>The students that scored in the Met or exceeded range from the prior year will continue to stay in those higher levels.</p>                              |
| STAR 360 Early Literacy | <p>According to the 2020 Fall STAR Early Literacy Report (which was taken at home due to distance learning):</p> <p>43% of Kindergarten students scored at or above benchmark</p> <p>15% of Kindergarten students scored on watch (Level 3)</p> <p>20% of Kindergarten students scored in intervention (Level 2) and</p> <p>22% of kindergarten students scored in urgent intervention (Level 1).</p> <p>38% of 1st grade students scored at or above benchmark</p> <p>15% of 1st Grade students scored on watch (Level 3)</p> <p>33% of 1st Grade students scored in intervention (Level 2) and</p> <p>13% of 1st Grade students scored in urgent intervention (Level 1).</p> | <p>Students will demonstrate growth by moving across the bands indicated on the STAR 360 Early Literacy and the percent of Kindergarten and 1st grade students scoring at or above benchmark will increase by 15%. 10% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.</p> |
| STAR 360 Reading        | <p>According to the 2020-2021 Fall STAR 360 Reading CAASPP Benchmark Report (which was given at home due to distance learning):</p> <p>41% of 2nd grade students are at Level 3 or Level 4</p> <p>21% of 2nd Grade students are at Level 2 and</p>   | <p>2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 19% in 2nd grade. 15% of students in Level 1 will move to Level 2 or higher. All students</p>                     |

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome  |
|------------------|---|---|
|                  | <p>33% of 2nd Grade students are at Level 1</p> <p>37% of 3rd grade students are at Level 3 or Level 4<br/> 34% of 3rd grade students are at Level 2 and<br/> 28% of 3rd Grade students are at Level 1</p> <p>50% of 4th grade students are at Level 3 or Level 4<br/> 15% of 4th grade are at Level 2 and<br/> 35% are at Level 1</p> <p>36% of 5th grade students are at Level 3 or Level 4<br/> 26% of 5th grade students are at Level 2 and<br/> 37% of 5th grade students are at Level 1</p> | <p>will show a minimum SGP of 50.</p> <p>3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 16% in 3rd grade. 15% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.</p> <p>4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 5% in 4th grade. 20% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p> <p>5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 20% in 5th grade. 20% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p> |
| STAR 360 Math    | <p>According to the 2020-2021 Fall STAR 360 Math CAASPP Benchmark Report (which was given at home due to distance learning):</p> <p>40% of 1st grade students are at Level 3 or Level 4</p>   | <p>1st Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 20% in 1st grade. 9% of</p>  |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

41% of 1st grade students are at Level 2 and  
19% of 1st grade students are at Level 1

36% of 2nd grade students are at Level 3 or Level 4  
31% of 2nd Grade students are at Level 2 and  
33% of 2nd Grade students are at Level 1

45% of 3rd grade students are at Level 3 or Level 4  
36% of 3rd grade students are at Level 2 and  
20% of 3rd grade students are at Level 1

36% of 4th grade students are at Level 3 or Level 4  
47% of 4th grade students are at Level 2 and  
17% of 4th grade students are at Level 1

10% of 5th grade students are at Level 3 or Level 4  
45% of 5th Grade student are at Level 2 and  
45 % of 5th Grade students are at Level 1

students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.

2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 24% in 2nd grade. 20% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.

3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 10% in 3rd grade. 10% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.

4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 17% in 4th grade. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.

5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY

| Metric/Indicator                           | Baseline/Actual Outcome  | Expected Outcome  |
|--|--|---|
|  |  | benchmark will increase by 30% in 5th grade. 30% of students will move to Level 1 or higher. All students will show a minimum SGP of 50.  |
| Reclassification Third through Fifth grade | The ELPAC was not taken in 2020 due to school closures, but in 2019 Brekke reclassified 22% of our English Learners. | Maintain the percent of English Learner students who are reclassified at 22%.<br>*State reclassification criteria for 2019-2020 has changed. The new criteria has been a consideration in determining our goal. |

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Provide grade levels with the necessary support to deliver the G.I.F.T. (Great Instruction the First Time), which includes time to plan research based instructional practices that are most effective. In addition, school administrator will ensure clear expectations by providing a rubric of the G.I.F.T. and performing learning walks (classroom visits) to observe and provide feedback to support instruction.

#### 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)

Professional Development (no cost)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Provide opportunities for collaboration focused on discussing data, reflecting on teacher practices, and ensuring students are learning. The leadership team will meet to discuss, plan and develop support for teachers and students with implementation of the focus strand, and adopted ELA, ELD, and math curricula. Provide time for grade level and vertical teams to plan first instruction, analyze data, monitor student progress towards mastering ELA, Math, and ELD standards, discuss common assessments, and intervention and enrichment opportunities during scheduled PLC meetings.

### 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)

Collaboration during professional day (no cost)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Teachers will be provided the opportunity to attend professional development offered by the District and county so that they can continue to enhance and deepen student learning through incorporating our Strand Focus of Science and Inquiry. Grade levels will continue the development and implementation of the Science and Inquiry Strand Focus and units of study.

### 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)

2000.

Title I  
1000-1999: Certificated Personnel Salaries extra time for additional professional development

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for staff to attend professional development training that supports first instruction in ELA, Math, ELD, Writing, and Science curricula and best practices for technology use during distance learning (ie. CAFE, NGSS, District training, VCOE, units of study)

**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)

2000.

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
cost for Professional development

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for collaboration with peers at Brekke for implementation of the Next Generation Science Standards, Common Core State Standards, the development of the Science and Inquiry Strand, and the continued improvement in ELA, Math, and ELD.

**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)

Collaboration during professional day (no cost)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with a focus on English learners and Special Education



Strategy/Activity

Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level goals, and identify additional supports to address these needs.

**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)

No cost- during professional work day

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership will engage in a book study focusing on growth mindset in order to adapt to our Distance Learning school year.

**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)

300.

Discretionary  
4000-4999: Books And Supplies  
cost for books

2500.

Title I  
1000-1999: Certificated Personnel Salaries  
Teacher extra time

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional program and instrument repairs. Provide equipment that meets the needs of teaching and learning in a distance learning environment and prevents teacher eye fatigue. Provide Repair or replace instructional and office technology equipment.

### 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)  |
|-----------|--|
|           | Centralized Services<br>Copy Machines  |
| 19203.    | Discretionary<br>4000-4999: Books And Supplies<br>Warehouse Materials  |
| 1250.     | Discretionary<br>5000-5999: Services And Other Operating<br>Expenditures<br>Equipment Maintenance  |
| 2000.     | Discretionary<br>5700-5799: Transfers Of Direct Costs<br>Publications and Services   |
| 3700.     | Discretionary<br>4000-4999: Books And Supplies<br>Ink for copy machines and printers   |
| 9800.     | Discretionary<br>4000-4999: Books And Supplies<br>Cost of document cameras, headphones and<br>keyboards for distance learning  |
| 21231.80  | Title I<br>4000-4999: Books And Supplies<br>warehouse materials  |
| 7200.     | LCFF - Targeted<br>4000-4999: Books And Supplies<br>blue light blocking screens, additional monitors<br>to prevent teacher eye fatigue, canopy for<br>mobile library |

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Technology equipment will be purchased to support and supplement the core instructional program.

**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)

4009.20

Title I  
4000-4999: Books And Supplies  
2 color printers to replace non-working ones.

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Seesaw for grades Tk, Kindergarten 1st and 2nd grade to allow staff to support language and problem solving development

**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)

1584.

LCFF - Intervention  
5800: Professional/Consulting Services And  
Operating Expenditures  
contract agreement SeeSaw

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase Scholastic News and Social Studies Weekly materials to support the development of the Science and Inquiry Strand Focus .

**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)   |
|-----------|---|
| 4123.     | Title I<br>4000-4999: Books And Supplies<br>Scholastic News       |
| 1590.     | Title I<br>4000-4999: Books And Supplies<br>Social Studies Weekly |

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes CST/SST or 504 meetings that reviews diagnostics assessment for struggling readers per benchmark data.

Continue implementation of the RTI/MTSS model through the CoST and SST process in order to Coordinate 504 meetings for students as needed. provide small group interventions during the school day to students below grade level in ELA and Math. Conduct IEP meetings to address academic and social emotional needs of Special Education Students. Conduct Section 504 meetings to identify student eligibility for supports and accommodations.

### 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)          |
|-----------|--------------------|
|           | No additional cost |

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Create an MTSS committee and data team to support the continued identification of intervention and enrichment needs that implementation of the RTI/MTSS model.

### **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)  |
|-----------|--|
| 700.      | Title I<br>1000-1999: Certificated Personnel Salaries<br>Committee extra hours           |
| 3000.     | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Teacher extra hours |

### **Strategy/Activity 14**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All learners

#### Strategy/Activity

Provide extra clerical help to support all aspects of the instructional program for students, staff and community.

### **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)  |
|-----------|--|
| 1300.     | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Clerical extra help |

### **Strategy/Activity 15**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Learners

#### Strategy/Activity

District-wide Trimester Benchmark Assessments (STAR 360, ELA, Math) will be utilized to assess and progress monitor all students in Reading, Math, and ELD three times a year. The school site

will add additional STAR 360 ELA and Math assessment dates for grades 2-5 to progress monitor ELA, Math, and ELD on a monthly basis.

**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)

No Additional Cost

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

.Encourage the use of Accelerated Reader, MyON , and EPIC for all K-5 students to increase number of words read and overall reading achievement for independent reading at home and at school. Provide incentives for those that reach their reading goals.

**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)   |
|-----------|---|
|           | District Funded   |
|           | Cost of STAR 360  |
| 1000.     | Title I<br>4000-4999: Books And Supplies<br>Academic Incentives |
|           | Centralized Services  |
|           | Librarian   |

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 20**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide Incentives for students meeting Lexia and ST Math goals

**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)

500.

Source(s)

Title I  
4000-4999: Books And Supplies  
Incentives

### Strategy/Activity 21

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

GATE students in grades 3-5 will be clustered into one classroom to ensure they will provided with extended learning and project based learning opportunities.

#### 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)

No Additional Costs

### Strategy/Activity 22

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement Step Up to Writing and additional strategies during structured writing time with scaffolded support for all students. In addition, professional development will be provided to support our writing program.

#### 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)

No additional cost



## Strategy/Activity 23

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Teachers will continue to incorporate the Depth of Knowledge (DOK) model into their teaching and to provide a deeper understanding of grade level concepts for all students in all academic areas.

### 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)

No additional cost

## Strategy/Activity 24

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

### Strategy/Activity

Use ELPAC, STAR and ELD assessments to group students for daily designated ELD instruction in order to improve student ELPAC levels, help to reclassify students, and meet the English Learner Progress Indicator.

### 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)

150.

Title III  
4000-4999: Books And Supplies  
Awards for students meeting ELPAC goals and  
or reclassifying

## Strategy/Activity 25

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELs) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the director of EL services

**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)

[Empty box for Amount(s)]

No additional cost

**Strategy/Activity 26**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 27**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide tutoring opportunities to English Learners to construct and justify mathematical claims in order to increase their achievement in Mathematics, Writing, Critical Thinking and overall English Language Development.

**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)

9157.

Title III

1000-1999: Certificated Personnel Salaries  
Cost for teacher extra hours

### Strategy/Activity 28

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

In order to improve reading achievement, the district provides an Intervention Service Provider. These are teachers who are site-based and will support struggling readers in all grades. The goal is to have all students reading at grade level. The Intervention Service Provider will work directly with students, collaborate with teachers and serve as a resource for reading instruction.

#### 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)

District Funded  
1000-1999: Certificated Personnel Salaries  
Intervention Service Provider

### Strategy/Activity 29

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Provide two Intervention Service Providers to serve identified students in the areas of Language Arts and Math in a small group setting.

#### 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)

30,000.

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
Intervention Service Provider

30,000.

LCFF - Targeted

### Strategy/Activity 30

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Teachers will provide tutoring and enrichment to students identified by the data team as needing extra 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)

8256.

Source(s)

LCFF - Intervention

Teacher extra hours

### Strategy/Activity 31

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning and virtual enrichment lessons. Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

#### 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)

ASES

No additional costs

### Strategy/Activity 32

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 33**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 34**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 35**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 36**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 37**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 38**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 39**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 40**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

# **Annual Review**

## **SPSA Year Reviewed: 2019-20**

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

## **ANALYSIS**

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

The effectiveness of strategies/activities based on measurable outcomes showed they were mostly successful. All grade levels increased in math and ELA achievement based on STAR 360 reports up through the December 2019 testing. On the 2019 CAASPP Test, 3rd grade exceeded their math and ELA goals to increase student achievement by 15% in ELA and 22% in math. 4th grade increased by 1% in ELA and decreased 7% in Math. 5th grade increased 8% in ELA and 16% in math. Most grade levels met their goal and others made progress towards goals in both STAR 360 Reading and Math assessments. Overall our activities and strategies were effective, especially in the area of ELA. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

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

Money was allocated to purchase software apps to support our academic goals; however, many of the apps were underutilized. As a result, data regarding the effectiveness of the use of these apps was invalid. In addition, the investment did not produce the academic boost in achievement that was intended.

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.

As a district, we developed criteria for choosing apps to support student learning by grade level. We cut apps that were underutilized or inappropriate for specific grade levels (ie. BrainPop, IXL ELA for K-1). We prioritized preferred apps by grade level, compared them to school-wide needs, and purchased accordingly. We are also providing new opportunities for English Learner academic development, which include after-school tutoring and enrichment in the writing domain. We are also providing professional development in language acquisition strategies, writing, ELA, math mindset, and NGSS.



# 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

Social Emotional Support and School Climate

## LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

To decrease the suspension rate  
 To increase positive behavior  
 To provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome  | Expected Outcome  |
|------------------|--|---|
| Attendance Rate  | <p>Average school wide yearly attendance was 94.65% for the 2019-2020 school year while we were in session from August-March. Distance learning began after that. EOY Average attendance per grade level for the time we were in physical session was:</p> <p>TK 93.7%<br/>                     K 93.4%<br/>                     1st 92.4%<br/>                     2nd 95.3%<br/>                     3rd 95.7%<br/>                     4th 95.6%<br/>                     5th 95.8%</p> | <p>Achieve an annual average attendance rate of 97% percent or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 2.4 %.</p> |
| Suspension Data  | <p>Suspension rate for the year 2019-2020 school year was 0.49%.</p>   | <p>Maintain suspension rate to 0.5% or less</p>   |

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome  |
|------------------|---|---|
| Panorama Survey  | <p>Brekke students in 3rd-5th grade took the Panorama Survey twice during the 2019-2020 school year. The first survey was administered in March 2020 on campus and the second survey was administered in June 2020 in virtual setting during distance learning. The survey provided us with baseline data in the areas of student SEL competencies and learning supports/environments. Our overall rating in the 2019-2020 school year was 82% favorable, which is in the excellent range of 80% or more. The favorable ratings by SEL topic were:</p> <p>Growth Mindset- 70% Good<br/> Self-Management- 70% Good<br/> Social Awareness- 58% Fair<br/> Emotion Regulation- 53% Fair<br/> Teacher Student Relationships- 77% Good<br/> Sense of Belonging- 75% Good</p> <p>This school year our TK-2nd grade students will have SEL data entered in Panorama. The 2020-2021 school year will give us baseline data for these grade levels.</p> | <p>To increase the overall percent favorable to 90%, which is an increase of 8%.</p> <p>To increase Growth Mindset, Self- Management, Teacher Student Relationships, and Sense of Belonging by 10%. This will positively impact our ratings moving us from good to excellent.</p> <p>To increase the Social Awareness and Emotion Regulation by 15%. This will move our % favorable rating from the fair to good range.</p> |
| Office Referrals | <p>Based on the data from the 2018-2019 school year, there were 208 office referrals. The referrals from the top two incident types were as follows:</p> <ul style="list-style-type: none"> <li>Caused/threatened/attempted physical harm 114, which is a decrease from 137 the previous year.</li> </ul>   | <p>To decrease the of total referrals based on the number of students enrolled by 10%.</p> <p>To decrease the number of referrals for disruption and defiance by 7%.</p>  |

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome |
|------------------|---|------------------|
|                  | <ul style="list-style-type: none"> <li>Disruption and defiance 87, which is an increase from 53 the previous year.</li> </ul> |                  |

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Analyze student PBIS, CST, teacher referrals and Panorama data to identify areas of need and identify individual students that are in need of social emotional 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)

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor- no site cost

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene every month to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our Panorama data; specifically the sense of belonging and student-teacher relationships. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding engagement and participation.

### 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)

2000.

Title I  
1000-1999: Certificated Personnel Salaries  
PBIS extra hours

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide monthly training on PBIS for all certificated and classified staff to improve student safety and promote social emotional well-being during distance learning.

#### **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)

740.

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
Extra time for classified staff

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PBIS team to attend online trainings for continued advancement in PBIS practices..

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000.

Title I

5000-5999: Services And Other Operating Expenditures  
cost of online registration

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Utilize campus supervisors to assist in virtual recesses to maintain connectivity with students. Campus supervisors are an integral part of the positive behavior support systems. In addition, provide campus supervisors with PBIS training to help support the structures in place and promote the positive school climate at Brekke.

### 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)

800.

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
2 hours daily campus supervision

1300.

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
Campus supervisors extra help

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Teachers will implement the CHAMPS/STOIC approach and explicitly teach distance learning expectations for student behavior during virtual learning, to reduce classroom disruptions and increase time spent on task.

### 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)

No additional cost

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Provide motivational decals around the common areas of the school to improve school climate and promote positive behavior awareness.

#### 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)

600.

Source(s)

Title I  
4000-4999: Books And Supplies  
Cost of decals

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Review and update Site MTSS behavior pyramid as needed and continue its implementation using the CST/SST process in order to identify and monitor students in need of targeted intervention to address social/emotional/and behavioral needs that are a barrier to academic success.

#### 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)

No Additional Cost

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Increase Tier 1 SEL support during synchronous and asynchronous activities

**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)

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor- No site cost

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide research based individual and small group virtual counseling services to students in need of social emotional 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)

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor- No site cost

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Facilitate community circles with students who are in need of behavior or social/emotional 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)

[Empty box for Amount(s)]

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor- No site cost

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Include mindfulness activities to support during structured breaks and self-care opportunities during distance learning. This can occur during synchronous and asynchronous times.

**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)

[Empty box for Amount(s)]

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor- no site cost

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to follow school guidelines for success (be safe, be responsible, be respectful) by issuing weekly Dolphin Pride Awards. This will motivate students to self-monitor which will reduce distractions in the virtual learning setting.

**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)

1000.

Source(s)

Title I  
4000-4999: Books And Supplies  
Graphics and positive behavior incentives

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide engaging events and communication for our students and families through synchronous class visits and asynchronous videos

#### 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)

500.

Source(s)

Discretionary  
4000-4999: Books And Supplies  
multimedia equipment purchase

District Funded  
1000-1999: Certificated Personnel Salaries  
Counselor- no site cost

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor and ORC will organize and lead a virtual student leadership team to ensure student voice and participation in building school community and planning virtual school spirit weeks.

#### 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)

District Funded  
1000-1999: Certificated Personnel Salaries

|  |  |
|--|--|
|  | Counselor- no site costs   |
|  | District Funded<br>2000-2999: Classified Personnel Salaries<br>Outreach Coordinator- no site costs |

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Provide opportunities to students in 3rd-5th grade to participate in a book club to promote school connectedness and promote growth mindset.

**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)  |
|-----------|--|
| 600.      | Title I<br>4000-4999: Books And Supplies<br>Cost of books for students |

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Continue to provide structured virtual recesses, and virtual activities to support student connectedness

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)   |
|-----------|---|
| 500.      | Title I<br>4000-4999: Books And Supplies<br>Supplies for virtual activities |

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to attend distance learning daily and on time through classroom incentives and awards (ie. certificates, ribbons, classroom celebrations, and shirts) for perfect attendance). Attendance groups will be created to monitor and provide incentives for students in need of additional motivation.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)   |
|-----------|---|
| 1000.     | Title I<br>4000-4999: Books And Supplies<br>Attendance Incentives                                 |
|           | District Funded<br>2000-2999: Classified Personnel Salaries<br>Outreach coordinator- no site cost |

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor monthly attendance rates to ensure progress towards EOY attendance goal. The attendance reports will be analyzed to address specific interventions (ie. student monitor groups, individual incentive plan, parent awareness meetings) needed to support chronic absenteeism and excessive tardies.

**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)   |
|-----------|---|
|           | District Funded<br>2000-2999: Classified Personnel Salaries<br>Outreach Coordinator- No site cost |

**Strategy/Activity 20**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and miniSARB meetings will be held for those students with excessive tardies or absences to reduce the chronic absenteeism.

**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)

District Funded  
2000-2999: Classified Personnel Salaries  
Outreach Coordinator- no site cost

**Strategy/Activity 21**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

all students

Strategy/Activity

The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety and revisions will be made to improve ongoing emergency disaster preparedness. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills)

**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)

300.

Title I  
1000-1999: Certificated Personnel Salaries  
Cost of Teacher extra hours

**Strategy/Activity 22**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct an inventory of emergency preparedness supplies currently available at the school and replenish and replace items as needed. In addition purchase supplies to support emotional well-being of students after an incident.

**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)

700.

Source(s)

LCFF - Targeted  
4000-4999: Books And Supplies  
Cost of social emotional support supplies

**Strategy/Activity 23**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide an administrative substitute when the principal is out of the office for the day for consistent support of activities and programs that impact students, staff and parents.

**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)

1000.

Source(s)

Discretionary  
1000-1999: Certificated Personnel Salaries  
Teacher extra hours

**Strategy/Activity 24**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 25**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 26**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 27**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 28**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 29**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 30**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 31**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 32**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 33**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 34**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 35**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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.

Brekke school received the platinum level recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our students. This indicates that the implementation of targeted activities were successful in creating a positive school climate. Brekke also received the Community Cares Award for outstanding support and care during the 2019 COVID pandemic. Brekke students in 3rd-5th grade took the panorama survey twice in the 2019-2020 school year; once during the regular school year and once during distance learning. This provided baseline data for student Social Emotional Learning (SEL) competencies and for learning supports/environment. Our overall rating was 82% favorable, which is in the excellent range. The SEL topics that showed an increase during distance learning were student teacher relationships, sense of belonging and emotional regulation. This indicates the implementation of activities focused on connecting students to school and building SEL skills had a positive impact on our students.

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

The funds which were budgeted for attendance activities was sufficient to cover the planned activities; however not all the activities took place consistently, therefore we had an excess in funds. Our attendance rate was not positively impacted, due to the fact that the attendance activities were focused on student behavior and not on parent awareness.

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.

Activities will be revised and added to increase attendance awareness for parents. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. To ensure our goal to increase our daily attendance we will be implementing monitoring protocols on a monthly basis.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities  
 To facilitate parent involvement in the educational and social-emotional well-being of their children

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome  |
|--|--|---|
| Home/School Communication  | According to the 2018-2019 California Healthy Kids Survey 81% of parent strongly agree or agree that the school keeps them well informed about school activities (district elementary school average is 90%). This data may not be valid or reliable as we only had 26 respondents participate in the survey. The survey was not taken in the 2019-2020 school year. | Increase the number of participants by 25% to ensure the data is valid and reliable to use as a baseline.<br>Increase the percentage of parents that feel the school keeps them well informed about school activities to equal the district elementary school average of 90%. |
| Percentage of parents that feel welcomed and respected when visiting our school. | According to the 2018-2019 California School Parent Survey, 77% of parents felt welcome to participate at the school and 73% of parents felt they were treated with respect. The participation size was low, which may affect the validity of this data. This survey was not   | Increase the number of participants by 25% to ensure the data is valid and reliable and use the data as a baseline.   |

| Metric/Indicator | Baseline/Actual Outcome             | Expected Outcome |
|------------------|-------------------------------------|------------------|
|                  | taken in the 2019-2020 school year. |                  |

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)  
 This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create and distribute a parent survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance (ie. survey monkey, google forms).

**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)

No additional cost

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)  
 This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide Parent Education on topics of interest to increase parent involvement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500

LCFF - Targeted  
 4000-4999: Books And Supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Provide support for parents, staff and students in the area of attendance, resiliency and referrals to outside agencies by the OutReach Consultant (ORC).

#### 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)

No Additional Costs

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

#### Strategy/Activity

Provide opportunities for parents of English Learners to attend the CABE Conference in the spring in an effort to educate them in supporting their child's English Language Development.

#### 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)

600.

Title III  
5000-5999: Services And Other Operating Expenditures  
Cost of Registration for Ventura Chapter CABE conference

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide training for parents to support parent empowerment and engagement in their student's overall behavioral and academic achievement

**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)

500.

Source(s)

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
ORC Extra Time

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor to provide virtual seminars on topics of interest during parent events to support home-school connections and socio-emotional learning.

**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)

500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Counselor extra time

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives to strengthen home-school connections.

**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)

no additional cost

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Hold virtual Back to School Night, Trimester Coffee with the Principal Meetings, and Family Events focused on technology, district adopted apps and virtual classroom expectations to increase parent involvement in their children's education.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500.

LCFF - Targeted  
4000-4999: Books And Supplies  
BTSN reverse parade take-away

500.

Title I  
2000-2999: Classified Personnel Salaries  
ORC Extra Time

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Invite parents to virtual Parent/Teacher Conferences in the Fall and Spring. (Spring conferences are specifically for students who are at risk)

**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)

500.

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Translation Services

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to virtual SST's, Section 504 Plan meetings, and IEP meetings to inform and provide the best possible interventions and supports for students; increase students' positive behavior/social-emotional well being and ELA, Math and/or ELD success as needed.

### 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)

No additional Costs

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain effective communication between school and home using Connect Ed calls, flyers, letters, website, social-media, Peach Jar and by providing translation during meetings.

### 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)

650.

Source(s)

Title III  
2000-2999: Classified Personnel Salaries  
Classified extra hours for translation

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Consult the School Site Council for the review of School Compact and Parent Involvement Policy to help strengthen home school partnerships.

#### 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)

No additional Costs

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office staff will participate in a book read about customer service to strengthen our relationships with parents and other community members.

#### 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)

600.

Source(s)

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
Classified Extra Time

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity



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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

all Students

Strategy/Activity

Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and parent/child relationships.

**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)

[Empty box for Amount(s)]

Source(s)

PTA/PTO  
Expenses generated by Family events and enrichment opportunities.

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

After School Program Virtual Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

**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)

ASES

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

**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.

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Create and distribute a parent survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance (ie. survey monkey, google forms).

**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)

No additional cost

## **Strategy/Activity 20**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 21**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 22**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 23**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 24**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 25**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 26**

### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 27**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 28**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 29**

**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 30**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 31**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 32**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 33**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 34**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 35**

#### **Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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.

Sign-in sheets indicated that parent attendance did not reflect high levels of interest in parent educational topics. However, parent attendance at grade level and school-wide showcases of learning events was high. We conclude that parents are more interested in seeing the production

of student learning than in educational opportunities that build parental efficacy. Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Brekke.

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

Funds were allocated for teachers and parents to attend the CAFE conference and although it was offered there was no interest in attending.

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.

Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Brekke. In addition we will be more consistent with the use of technology tools available to communicate and inform our parents.



# 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 | \$58,711.    |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$183,444.00 |

## 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 | Amount (\$) |
|------------------|-------------|
| Title I          | \$48,154.00 |
| Title III        | \$10,557.00 |

Subtotal of additional federal funds included for this school: \$58,711.00

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

| State or Local Programs | Amount (\$) |
|-------------------------|-------------|
| Discretionary           | \$39,053.00 |
| LCFF - Intervention     | \$42,840.00 |
| LCFF - Targeted         | \$42,840.00 |

Subtotal of state or local funds included for this school: \$124,733.00

Total of federal, state, and/or local funds for this school: \$183,444.00

# 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 |
|---------------------|-----------|---------|
| Discretionary       | 39,053.00 | 0.00    |
| Title I             | 48,154.00 | 0.00    |
| Title III           | 10,557.00 | 0.00    |
| LCFF - Targeted     | 42840.00  | 0.00    |
| LCFF - Intervention | 42840.00  | 0.00    |

## Expenditures by Funding Source

| Funding Source      | Amount    |
|---------------------|-----------|
| Discretionary       | 39,053.00 |
| LCFF - Intervention | 42,840.00 |
| LCFF - Targeted     | 42,840.00 |
| Title I             | 48,154.00 |
| Title III           | 10,557.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source      | Amount    |
|--|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries           | Discretionary       | 1,000.00  |
| 2000-2999: Classified Personnel Salaries             | Discretionary       | 1,300.00  |
| 4000-4999: Books And Supplies                        | Discretionary       | 33,503.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary       | 1,250.00  |
| 5700-5799: Transfers Of Direct Costs                 | Discretionary       | 2,000.00  |
|  | LCFF - Intervention | 8,256.00  |
| 1000-1999: Certificated Personnel Salaries           | LCFF - Intervention | 33,000.00 |

|   |                     |           |
|---|---------------------|-----------|
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Intervention | 1,584.00  |
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Targeted     | 30,000.00 |
| 2000-2999: Classified Personnel Salaries                          | LCFF - Targeted     | 3,940.00  |
| 4000-4999: Books And Supplies                                     | LCFF - Targeted     | 8,900.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I             | 8,000.00  |
| 2000-2999: Classified Personnel Salaries                          | Title I             | 1,000.00  |
| 4000-4999: Books And Supplies                                     | Title I             | 36,154.00 |
| 5000-5999: Services And Other Operating Expenditures              | Title I             | 3,000.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title III           | 9,157.00  |
| 2000-2999: Classified Personnel Salaries                          | Title III           | 650.00    |
| 4000-4999: Books And Supplies                                     | Title III           | 150.00    |
| 5000-5999: Services And Other Operating Expenditures              | Title III           | 600.00    |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 166,554.00         |
| Goal 2      | 12,040.00          |
| Goal 3      | 4,850.00           |

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members             | Role                       |
|-----------------------------|----------------------------|
| Tammy R. Smith              | Principal                  |
| Ashleigh Arias              | Other School Staff         |
| Traci Martinez              | Classroom Teacher          |
| Patricia Hernandez-Einstein | Classroom Teacher          |
| Terry Lopez                 | Classroom Teacher          |
| Leticia Trejo               | Parent or Community Member |
| Claudia Hernandez           | Parent or Community Member |
| Esperanza Barragan          | Parent or Community Member |
| Lupita Avila                | Parent or Community Member |
| Yolanda Melano              | 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:

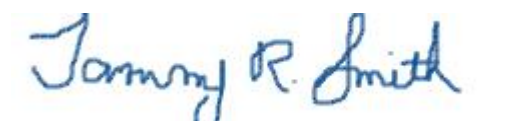

| Signature   | Committee or Advisory Group Name   |
|---|------------------------------------|
|  | School Site Council                |
|  | English Learner Advisory Committee |

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 October 16, 2019.

Attested:

|   |   |
|---|---|
|  | Principal, Tammy Smith on 10-16-19          |
|  | SSC Chairperson, Traci Martinez on 10-16-19 |

# 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.**

[Stakeholder 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](mailto: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](mailto: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](mailto: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.

## **Stakeholder 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 Stakeholder 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](mailto: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 (Stakeholder 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 (Stakeholder 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/>

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