

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	Schoolsite Council	Local Board Approval
	(CDS) Code	(SSC) Approval Date	Date
Norman R. Brekke Elementary School	56725386114029	October 16, 2019	November 13, 2019

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 Anna

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. 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 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, SIOP strategies, 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 multitiered 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. The IXL program is an individualized and adaptive online intervention program offered to students. In addition to skill practice, this program provides students, parents, and teachers with valuable data regarding student fluency in math and language arts.

A full-time, credentialed Reading Specialist provides additional support to help "catch up and keep up" our K, 1st and 2nd grade students in reading. The intent is to have all students reading at grade level by the time they enter 3rd grade. Our Reading Specialist works directly with students, collaborates with teachers and serves as a valuable resource to all teachers in reading 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 sports, student leadership, science, and other social and competitive settings.

During PLC's grade levels work together to plan lessons, interventions and to analyze data. This time also allows the staff to meet regarding the implementation of our 1:1 devices in 2nd-5th Grade and class sets of 10 in TK-2, implementation of the Common Core standards and a focus on our District adopted curricula in all academic areas. This year Brekke continues to incorporate a Positive Behavior Intervention Support Approach called CHAMPS. This approach structures the environment and 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, teach strategies that build resiliency in their children, and explain how to support students in creating a growth mindset.

We are fortunate to have a very active Parent Teacher Association or PTA. Our PTA and its volunteers play an active role on campus in various ways including: volunteering in the classrooms, planning special days like our annual Trunk-or-Treat, organizing multiple fundraisers, like last year's APEX Run, and community projects. PTA also helps enhance student learning by funding additional field trips and providing Artist in the Classroom. We encourage all family members to take a positive and active part in our children's 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).

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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.

Bi-monthly informal classroom observations helped determine there is an inconsistent use of effective teaching strategies across all grade levels particularly in the areas of Math and English Language Development. Therefore, an area for growth will be to consistently instruct students to actively use the 8 Mathematical Practices during math lessons in all grade levels. In addition, we will increase the use of effective teaching strategies, such as planning for and monitoring student engagement and provide regular opportunities for student collaboration across all curricular areas, specifically to support English Language Development.

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 provides interventions and enrichment opportunities for all our students. As a staff, this data also informs how we utilize our budget to support professional development, provide supplemental materials and programs to boost student achievement. STAR 360 Assessments 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 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 has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. 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. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. 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 participates 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 in our second year of the CAPS program, which offers monthly training from leading experts and opportunities for school teams to collaborate and learn from each other. Our Leadership Team has brought the learning and structures back to our school. 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 Reading Specialist if the student is in (K-2) 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 if it is suspected that the student may have a learning disability that may be impeding their ability to perform at grade level. 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 parnertnerships 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 Family Events focused on Literacy, Science, Math and/or Curricular based Technology to raise understanding and awareness of the grade level expectations. We invite parents to attend 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 hold monthly Awards Assemblies in which we recognize students for a variety of reasons and invite parents to attend. 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 the Trunkor-Treat and the APEX Run. The PTA conducts fundraising opportunities and funds are used to provide Artist in the Classroom and additional standards based grade level field-trips.

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 2019-2020 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 instruction to meet the needs of under performing students. Additionally, funds were used to provide equity for all students through enrichment opportunities, such as standards based field trips and technology programs that enhance the learning 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 2018-2019 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 2018-2019 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.

	Stu	dent Enrollme	ent by Subgrou	р		
	Per	cent of Enrollr	nent	Nu	mber of Stude	nts
Student Group	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	1.2%	0.67%	%	7	4	
Asian	4.3%	4.99%	%	26	30	
Filipino	5.9%	5.66%	%	36	34	
Hispanic/Latino	84.7%	84.69%	%	515	509	
Pacific Islander	0.2%	%	%	1		
White	3.1%	3.33%	%	19	20	
Multiple/No Response	%	%	%			
		To	tal Enrollment	608	601	

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

	Student Enrollment by	Grade Level							
Orresta	Number of Students								
Grade	2016-17	2017-18	2018-19						
Kindergarten	106	112	116						
Grade 1	95	94	94						
Grade 2	95	89	97						
Grade3	98	95	95						
Grade 4	106	105	103						
Grade 5	108	106	103						
Total Enrollment	608	601	608						

Conclusions based on this data:

Based on 2018-2019 enrollment data and subgroup percentages there are no significant changes from prior year trends. The drop in student enrollment from kindergarten to 1st grade is due to Brekke School being a TK hub in our district, so some Transitional Kinder and Kinder students return to their home school.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment											
	Num	ber of Stud	lents	Percent of Students							
Student Group	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19					
English Learners	236			38.8%							
Fluent English Proficient (FEP)	62			10.2%							
Reclassified Fluent English Proficient (RFEP)	47			18.7%	16%	22%					

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. Based on this data we need to continue to provide daily designated and integrated ELD instruction to our students. Students in TK and Kinder will continue to receive 30 minutes of Designated ELD daily, while students in grades 1-5 will continue to receive 45 minutes. 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.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students													
Grade # of Students Enrolled				# of Students Tested			# of \$	# of Students with			% of Enrolled Students			
Level	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 Mean Scale Score		%	Standa	rd	% St	% Standard Met			% Standard Nearly			% Standard Not			
Level	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 Demonstrating understanding of literary and non-fictional texts												
	% At	ove Star	dard	% At or Near Standard			% Below Standard					
Grade Level	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 Producing clear and purposeful writing												
_	% At	ove Stan	dard	% At o	% At or Near Standard			% Below Standard					
Grade Level	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				

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

Research/Inquiry Investigating, analyzing, and presenting information											
	% At	ove Stan	dard	% At o	% At or Near Standard			% Below Standard			
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 3	14.77	15.73	18.48	50.00	51.69	54.35	35.23	32.58	27.17		
Grade 4	13.00	17.53	21.43	54.00	57.73	48.98	33.00	24.74	29.59		
Grade 5	13.46	12.50	27.96	44.23	48.08	43.01	42.31	39.42	29.03		
All Grades	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). As a result, writing instruction in all academic areas will be the area of focus in the upcoming year.

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students														
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Fested	# of \$	Students	with	% of Er	nrolled St	tudents			
Level	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.

				c	Overall	Achiev	ement	for All	Studer	its					
Grade Mean Scale Score % Standard % Standard Met % Standard Nearly % Standard No													l Not		
Level	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 Applying mathematical concepts and procedures													
Grade Level % Above Standard % At or Near Standard % Below Standard													
Grade Level	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				

Using appropriate	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems													
Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	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					

Demo	Communicating Reasoning Demonstrating ability to support mathematical conclusions													
Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19					
Grade 3	19.32	6.74	19.57	53.41	58.43	50.00	27.27	34.83	30.43					
Grade 4	7.00	9.28	10.20	42.00	42.27	50.00	51.00	48.45	39.80					
Grade 5	7.69	0.96	10.75	43.27	36.54	41.94	49.04	62.50	47.31					
All Grades	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 lowest in all claims. Additionally, claim 1 (applying concepts and procedures) had the largest percentage of students at the below standard level. As a result, math will be an area of focus school-wide.

ELPAC Results

	Ν		LPAC Summ udents and		sment Data Scores for Al	I Students						
Grade	Ove	erall	Oral La	nguage	Written L	.anguage	-	ber of s Tested				
Level	Level 17-18 18-19 17-18 18-19 17-18 18-19 17-18 18-19											

	Pe	ercentage	of Studen		ll Languag Performa		for All Stu	udents		
Grade	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Total N of Stu	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade	Lev	el 4	Lev	el 3	Lev	el 2	Lev	el 1	Total N of Stu						
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19					

	P	ercentage	of Studen		n Languag I Performa		for All Stu	udents		
Grade	Lev	el 4	Lev	vel 3	Lev	el 2	Lev	el 1	Total N of Stu	lumber Idents
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

		Percentage of		tening Domain main Performan	ce Level for A	II Students		
Grade	Well De	veloped	Somewhat/	Moderately	Begiı	nning	Total N of Stu	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

	Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade	Well Dev	veloped	Somewhat/	Moderately	Begir	nning	Total N of Stu							
Levei	Level 17-18 18-19 17-18 18-19 17-18 18-19 17-18 18-19													

	Perce	ntage of Stu	Rea dents by Dor	iding Domaiı nain Perform		for All Stude	nts						
Grade	Well De	veloped	Somewhat/	Moderately	Begi	nning		lumber Idents					
Level	Level 17-18 18-19 17-18 18-19 17-18 18-19 17-18 18-19												

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade	of Students							
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

Student Population

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

2017-18 Student Population						
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth			
601	70.2%	37.8%	0.5%			
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.			

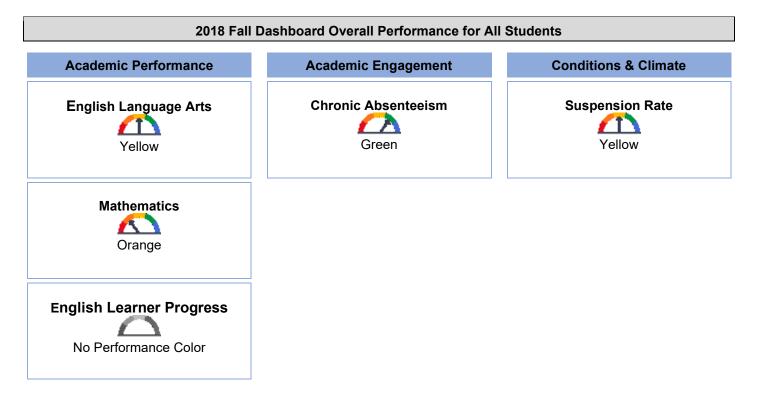
2017-18 Enrollment for All Students/Student Group							
Student Group Total Percentage							
English Learners	227	37.8%					
Foster Youth	3	0.5%					
Homeless	5	0.8%					
Socioeconomically Disadvantaged	422	70.2%					
Students with Disabilities	72	12.0%					

Enrollment by Race/Ethnicity							
Student Group Total Percentage							
African American	4	0.7%					
Asian	30	5.0%					
Filipino	34	5.7%					
Hispanic	509	84.7%					
Two or More Races	4	0.7%					
White	20	3.3%					

Conclusions based on this data:

Based on this data, we can conclude that Brekke has a large percentage of students who are socioeconomically disadvantaged. Thus, 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, we will continue providing designated and integrated ELD to ensure language acquisition and increase our reclassification rate.

Overall Performance



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. We will continue to focus on improving student achievement in ELA and Math. As both the suspension and abseteeism rate had an increase from 2018 to 2019, 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, provide progressive discipline and corrective measures to reduce the need for suspension.

Prediction for 2019 Dashboard: Suspension- green or blue ELA- green Math- yellow Absenteeism- orange

Academic Performance English Language Arts

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

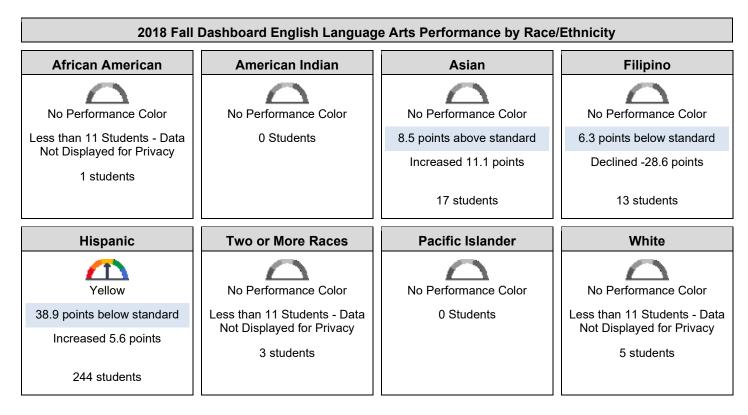


This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report							
Red	Red Orange Yellow Green Blue						
0	0	3	0	0			

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth			
Yellow	Yellow	No Performance Color			
32.3 points below standard	41.7 points below standard	0 Students			
Increased 4.3 points	Increased 14.7 points				
283 students	132 students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities			
No Performance Color	Yellow	No Performance Color			
Less than 11 Students - Data Not	45 points below standard	105.3 points below standard			
Displayed for Privacy	Increased 7.6 points	Increased 18.1 points			
1 students	199 students	31 students			



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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners						
Current English Learner	Reclassified English Learners	English Only				
89.7 points below standard	13.4 points below standard	22.4 points below standard				
Declined -3 points	Maintained -0.4 points	Declined -7.5 points				
49 students	83 students	148 students				

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.

Academic Performance Mathematics

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

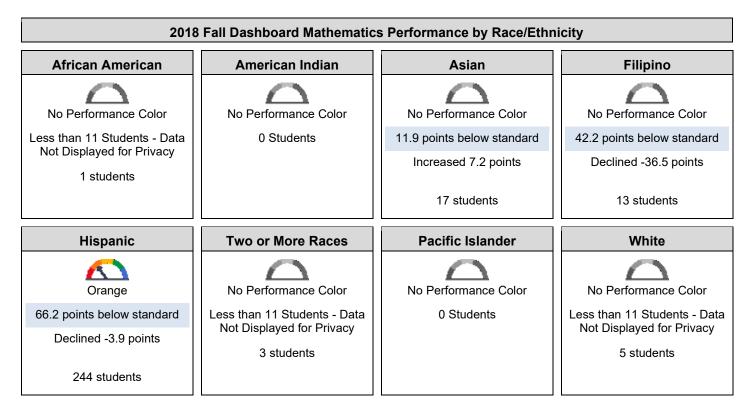


This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report							
Red	Red Orange Yellow Green Blue						
0	3	0	0	0			

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students	English Learners	Foster Youth			
Orange	Orange	No Performance Color			
60.4 points below standard	71 points below standard	0 Students			
Declined -4.6 points	Maintained 2.2 points				
283 students	132 students				
Homeless	Socioeconomically Disadvantaged	Students with Disabilities			
No Performance Color	Orange	No Performance Color			
Less than 11 Students - Data Not	68.9 points below standard	112.4 points below standard			
Displayed for Privacy	Maintained 1.1 points	Increased 7.1 points			
1 students	199 students	31 students			



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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners						
Current English Learner	Reclassified English Learners	English Only				
97.5 points below standard	55.3 points below standard	50.9 points below standard				
Declined -7.6 points	Declined -6.2 points	Declined -12.3 points				
49 students	83 students	148 students				

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.

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall	2018 Fall Dashboard English Language Proficiency Assessments for California Results						
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage			
197	37.6%	32.5%	13.7%	16.2%			

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. Students in TK and Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes each day. 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.

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	Yel	low	Green		Blue	Highest Performance
This section provide	es number of st	udent groups in e	each color					
		2018 Fall Dashb	oard Coll	ege/Career	Equity F	leport		
Red	O	range	Yel	low		Green		Blue
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.								
	2018 Fall	Dashboard Coll	lege/Care	er for All St	udents/	Student G	roup	
All St	udents		English I	_earners			Fos	ster Youth
Hom	neless	Socioec	Socioeconomically Disadvantaged		taged	Stud	dents	with Disabilities
	20	18 Fall Dashboa	rd Colleg	e/Career by	Race/E	thnicity		
African Ame	rican	American Ind	erican Indian Asian			Filipino		
Hispanic	;	Two or More R	or More Races P		Pacific Islander			White
This section provide	es a view of the	percent of stude	nts per ve	ar that quali	fv as Not	Prepared	Appro	paching Prepared, and

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

Academic Engagement Chronic Absenteeism

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

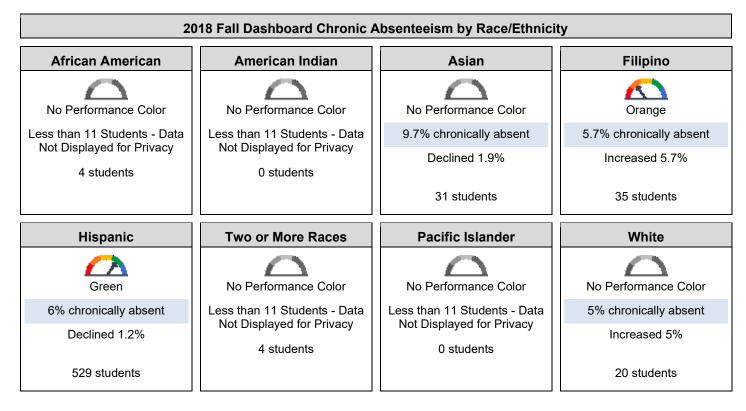


This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
6.1% chronically absent	6.3% chronically absent	Less than 11 Students - Data Not
Declined 0.5%	Increased 0.5%	Displayed for Privacy 3 students
623 students	238 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	6.9% chronically absent	12.5% chronically absent
Displayed for Privacy 10 students	Declined 0.5%	Declined 1.6%
	450 students	88 students



Conclusions based on this data:

Based on 2018 Dashboard Chronic Absenteeism data for All students, including Brekke's significant subgroups representing Socioeconomically Disadvantaged and Students with Disabilities' have declined. We will continue to build on its success 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.

Conditions & Climate Suspension Rate

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

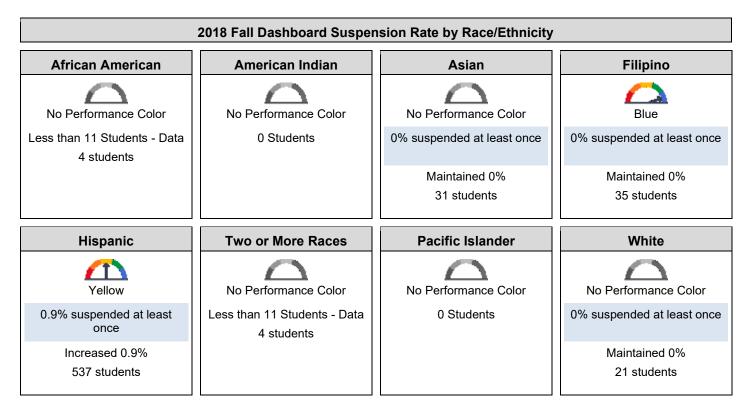


This section provides number of student groups in each color.

	2018 Fall Dash	board Suspension Rate	e Equity Report	
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
0.8% suspended at least once	0.4% suspended at least once	Less than 11 Students - Data Not 3 students
Increased 0.8%	Increased 0.4%	
632 students	242 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
0% suspended at least once	0.9% suspended at least once	1.1% suspended at least once
11 students	Increased 0.9% 458 students	Increased 1.1% 88 students



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

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018
0.3% suspended at least once	0% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

Based on this data, we conclude that while we had a slight increase in the suspension rate from 2018 (0.8%) to 2019 (0.82%), this is not significant. Additionally, Brekke School's suspension rate is well below the district average of 3.37%

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	Overall 45% of the students Met or Exceed the state standards In 3rd grade, 46% of students Met or Exceed the state standards In 4th grade, 47% of students Met or Exceed the state standards In 5th grade, 41% of students Met or Exceed the state standards	Increase percentage of students who Meet or Exceed state standards by: 15% in 3rd grade 12% in 4th grade 10% in 5th grade
CAASPP Math	Overall 30% of the students Met or Exceed the state standards In 3rd grade, 43% of students Met or Exceed the state standards In 4th grade, 22% of students Met or Exceed the state standards	Increase percentage of students who Meet or Exceed state standards by: 15% in 3rd grade 12% in 4th grade 10% in 5th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 5th grade, 25% of students Met or Exceed the state standards	
STAR 360 Early Literacy, Reading, and Math	According to the 2018-2019 EOY Growth Reports for STAR 360 Early Literacy (K-1), Reading (2-5), and Math (1-5) the average Student Growth Percentile (SGP) per grade level was:	All grade levels will achieve an average SGP of 66 or more in STAR 360 Early Literacy, Reading, and Math.
	Early Literacy: In Kindergarten the average SGP was 58 In 1st grade the average SGP was 56	
	Reading: In 2nd grade the average SGP was 56 In 3rd grade the average SGP was 38 In 4th grade the average SGP was 62 In 5th grade the average SGP was 53	
	Math: In 1st grade the average SGP was 45 In 2nd grade the average SGP was 64 In 3rd grade the average SGP was 44 In 4th grade the average SGP was 48 In 5th grade the average SGP was 38	
STAR 360 Early Literacy	According to the 2018-2019 EOY STAR Early Literacy Report: 60% of Kindergarten students scored at or above benchmark. 70% of 1st grade students	The percent of Kindergarten and 1st grade students scoring at or above benchmark will increase by 10%.
	scored at or above benchmark.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading	According to the 2019-2020 Fall STAR 360 Reading CAASPP Benchmark Report: 35% of 2nd grade students are at Level 3 or Level 4 45% of 3rd grade students are at Level 3 or Level 4 46% of 4th grade students are at Level 3 or Level 4 42% of 5th grade students are at Level 3 or Level 4	The percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by: 10% in 2nd grade 15% in 3rd grade 10% in 4th grade 10% in 5th grade
STAR 360 Math	According to the 2019-2020 Fall STAR 360 Math CAASPP Benchmark Report: 26% of 1st grade students are at Level 3 or Level 4 37% of 2nd grade students are at Level 3 or Level 4 43% of 3rd grade students are at Level 3 or Level 4 42% of 4th grade students are at Level 3 or Level 4 11% of 5th grade students are at Level 3 or Level 4	The percent of students scoring at or above benchmark at the end of the year will increase by 10% in 1st grade 10% in 2nd grade 15% in 3rd grade 10% in 4th grade 10% in 5th grade
Reclassification Third through Fifth grade	The total percentage of English Learners reclassified during 2018-2019 was 22%.	Maintain the percent of English Learner students who are reclassified at 22%. *State reclassification criteria for 2019-2020 has changed. The new criteria has been a consideration in determining our goal.
Percentage of first grade students transitioning from	57% of first grade students were Probable Readers at the 2018-2019 EOY Benchmark.	Increase the percent of students that are Probable

Metric/Indicator

Baseline/Actual Outcome

STAR Early Lit to STAR Reading

Expected Outcome

Readers at the 2019-2020 EOY Benchmark by 14%.

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 professional development on effective research based instructional practices and time to plan which instructional practices 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 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)
21000	Title I 1000-1999: Certificated Personnel Salaries Paid Teacher Collaboration (2nd and 4th Wednesday of Month), Leadership Team extra time Cost of Subs

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, 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)
1700	Title I 1000-1999: Certificated Personnel Salaries Cost of subs (two days of meetings, three times per year); Subs for grade level collaboration

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 peer observation, lesson study, and 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)
500	Title I 1000-1999: Certificated Personnel Salaries Subs for Peer Observations

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

Leadership team will attend year 3 of the CAPS training, which is focused on improving academic achievement and instructional professionalism through collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3600	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Cost to attend PD
6320	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Subs for Leadership Team 6 days of Training

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. Students in grades K-2

Strategy/Activity

In order to improve reading achievement, the district provides a Reading Specialist. These are teachers who are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists 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 Reading Specialist

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

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 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. Repair or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
	Centralized Services
	Copy Machines
16000	Discretionary 4000-4999: Books And Supplies Warehouse Materials
1250	Discretionary 5000-5999: Services And Other Operating Expenditures Equipment Maintenance
1000	Discretionary 5700-5799: Transfers Of Direct Costs Publications and Services
3700	Discretionary 4000-4999: Books And Supplies Ink for copy machines and printers
3500	Discretionary 4000-4999: Books And Supplies Cost to replace old computer equipment and supplies

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 IXL (Math for K-5 and ELA grades 2-5) and Waterford Early Literacy K-2 software programs as a supplement to our ELA and Math curricula for individualization and differentiation intervention for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
5800	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Contract agreement IXL
5050	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures

Waterford Early Literacy

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

Encourage the use of Accelerated Reader and MyON 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
500	LCFF - Targeted 4000-4999: Books And Supplies Academic incentives
	Centralized Services 4000-4999: Books And Supplies Librarian
2500	LCFF - Targeted 4000-4999: Books And Supplies Library books

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

Provide opportunities for staff to receive Mathematical Mindset training by District Math Specialist, additional time for planning and materials that support the implementation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
2253	Discretionary 4000-4999: Books And Supplies Supplemental Math Materials to support Math Mindset

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 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

Teachers will be provided the opportunity to attend professional development offered by the District Science Specialists to support 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. Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

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. 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 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.

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)

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.

All students

Ensure full implementation of district adopted curriculum and that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations. Provide integrated ELD during ELA, Math and Science to increase English language proficiency. Provide ISP to support ELD teaming in grades 1-5.

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)
9262	Title I 1000-1999: Certificated Personnel Salaries ISP 32%
18700	LCFF - Targeted 1000-1999: Certificated Personnel Salaries ISP 68%

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

Purchase materials to support the development of the Science and Inquiry Strand Focus (Scholastic News, FOSS materials, Mystery Science).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
3856	LCFF - Targeted 4000-4999: Books And Supplies Scholastic News
550	LCFF - Targeted 4000-4999: Books And Supplies Mystery Science

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

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 Costs

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

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 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

Provide opportunities for staff to attend professional development training that supports first instruction in ELA, Math, ELD, Writing, and Science curricula. (ie. CABE, NGSS, District training, VCOE, units of study)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1604	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Cost for PD
3000	Title III 5000-5999: Services And Other Operating Expenditures Cost of Conference and Travel
7400	Discretionary 4000-4999: Books And Supplies Cost of writing materials and Professional Development in area of Writing

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 to revise the Pyramid of Interventions Model for our school and support the continued 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 1000-1999: Certificated Personnel Salaries Committee 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.

All students

Strategy/Activity

Continue implementation of the RTI/MTSS model through the CoST and SST process in order to 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. A floating substitute will be arranged to release general education classroom teacher and special education teachers to conduct meetings and/or prep. 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)
11140	Title I 1000-1999: Certificated Personnel Salaries Teacher Subs for IEPs and SSTs

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. All students

Strategy/Activity

Provide field trips and enrichment opportunities to support and enhance the strand focus and overall learning experience for students.

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)
6200	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Fieldtrip entrance fees (\$10 per student)
3000	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Transportation
	PTA/PTO
	Entrance fees and transportation, Artist in the Classroom

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.

All students

Strategy/Activity

Provide students after school enrichment in robotics, which will enhance our strand focus and support mathematics.

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 Teacher Extra Hours

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.

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 hands-on academic activities. 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 Cost

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.

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)
2000	Title III 1000-1999: Certificated Personnel Salaries

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

cost for Teacher extra hours

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 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)

1300

Source(s)

Discretionary 2000-2999: Classified Personnel Salaries Clerical extra help and Over time

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.

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 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

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)
10800	LCFF - Targeted 4000-4999: Books And Supplies 2 additional IPads for TK-1 classrooms (18 ipads)

Annual Review

SPSA Year Reviewed: 2018-19

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. On the 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 school, 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. Additionally, we analyzed the data connected to academic progress provided by the ISP that took place during Universal Access time. This guided our decision to eliminate the position. 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	Attendance data identified attendance as an area of growth: Average school wide yearly attendance was 95.8%. EOY Average attendance per grade level was: TK 96.5% K 93.1% 1st 94.7% 2nd 97.5% 3rd 96.1% 4th 96.6% 5th 96.7%	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 1.5 %.
Suspension Data	Suspension rates for the year 2018-2019 was 0.82%.	Decrease suspension rate to 0.5%.
California Healthy Kids Survey	The California Healthy California Kids (CHCKs) 5th Grade Survey from 2018-2019 results indicate that only 34% of our 5th grade students	Increase the percentage of students that feel they contribute meaningfully in school decisions by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	reported that they are given an opportunity to participate meaningfully at school and feel as if their voice is heard; This is a significant Increase from 6% on the 2017-2018 school year. However, this indicates that Brekke is still below the districts average of 42% for Meaningful Participation. School connectedness at Brekke is 63%, which is below the district average of 70% for the 2018-2019 school year. Additionally the 2018-2019 survey, indicates that Brekke had 83% of students feel that adults in school have High Expectations for them. This indicates that Brekke is comparable to the district average of 83%.	Increase the percentage of students that feel connected to school by 10%. Increase the percentage of students that feel adults have high expectations for them by 5%.
Office Referrals	 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: Caused/threatened/att empted physical harm 114, which is a decrease from 137 the previous year. Disruption and defiance 87, which is an increase from 53 the previous year. 	To decrease the of total referrals based on the number of students enrolled by 10%. To decrease the number of referrals for disruption and defiance by 7%.

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

Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene monthly to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our 2018-2019 EOY action plan, which includes providing professional development, creating resources for teachers, and sharing data that monitors our progress towards decreasing the overall number of student office discipline referrals and suspensions. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding individual student behavior.

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)

Title I 1000-1999: Certificated Personnel Salaries PBIS Extra hours (See goal 1)

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

Teachers will implement the CHAMPS approach and explicitly teach expectations for student behavior during school activities, in the classroom and common areas to reduce behavior issues and classroom disruptions to increase time 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)
	No additional costs

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

Encourage students to follow school guidelines for success (be safe, be responsible, be respectful) by issuing Dolphin Pride tickets. Additionally, we will recognize positive student behavior by awarding mystery incentives and certificates during assemblies. This will motivate students to selfmonitor, which will effectively promote positive student behavior school-wide.

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	LCFF - Targeted 4000-4999: Books And Supplies graphics and positive behavior incentives

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

Continue to provide structured activities and equipment during recess and lunch to support students in making positive and healthy choices, which will result in a decrease in Office Discipline referrals, specifically in the area of harm and threat to others.

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)

LCFF - Targeted 4000-4999: Books And Supplies Cost of Recess and PE Equipment

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

Analyze student PBIS, CST, discipline and health referral 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)

No Addditional 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

Strategy/Activity

Counselor and ORC will organize and lead a student leadership team to ensure student voice and participation in building school community and planning 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)

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.

Strategy/Activity

Provide research based individual and small group 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)
	No Additional Costs
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 opportunities for students to participate in mindfulness and relaxation activities during recess to support students with self-control and calming 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 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

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

Amount(s)	Source(s)	
600	LCFF - Targeted	

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 restorative 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)	
	No additional 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

Provide opportunities to students in 3rd-5th grade to participate in competitive sports, such as basketball and volleyball, to promote school and community 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)	
	PTA/PTO	
	Cost of Registration for sports teams and uniforms	

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

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

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 Extra time for classified staff

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

PBIS team to attend the CA PBIS conference for recognition and professional development opportunities to continue implementation of PBIS approach.

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)
8000	Title I 5000-5999: Services And Other Operating Expenditures Cost for Conference and Travel for 5 members

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

Encourage students to come to school every day 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	LCFF - Targeted 4000-4999: Books And Supplies Attendance Incentives	

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

Attendance rates will be monitored and miniSARB meetings will be held for those students with excessive tardies or absences to reduce the chronic absenteeism, which is currently at 7.88%.

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 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

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)	
	No additional cost	

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

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)	Source(s)	
2400	Discretionary 1000-1999: Certificated Personnel Salaries Teacher extra hours	

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

Hire campus supervisors to help monitor the playground and cafeteria during recess and lunch times to ensure student safety. Campus supervisors are an integral part of the positive behavior support systems.

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)

8000	LCFF - Targeted 2000-2999: Classified Personnel Salaries 2 hours daily campus supervision
1300	LCFF - Targeted 2000-2999: Classified Personnel Salaries Campus Supervisor extra help or OT

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 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

Conduct an inventory of emergency preparedness supplies currently available at the school and replenish and replace items as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
700	LCFF - Targeted

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. 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

Annual Review

SPSA Year Reviewed: 2018-19

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 of targeted activities were successful in creating a positive school climate. The 2018-2019 California Healthy Kids Survey for Brekke supports this conclusion as it indicated a 28% increase in student reporting of meaningful participation at school. Based on an analysis of our attendance data for 2018-2019 school year, school-wide most grade levels did not meet the goal to increase the overall attendance rate by 1.5%; in fact, there was no significant change .

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.	Increase the number of participants by 25% to ensure the data is valid and reliable to use as a baseline. 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 for, 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.	Increase the number of participants by 25% to ensure the data is valid and reliable and use the data as a baseline.

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

Hold yearly Back to School Night, Trimester Coffee with the Principal Meetings, and Family Literacy Events focused on Math, Literacy, and Science 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 Refreshments for meetings

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 Parent Education, Cost of materials and Babysitting, Refreshments

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

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 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

Invite parents to 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)	Source(s)
	No Additional Costs

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

Invite parents to SSTs, 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)

Title I 1000-1999: Certificated Personnel Salaries Cost of subs for teachers (See goal 1)

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

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)	Source(s)
650	Title III 2000-2999: Classified Personnel Salaries Classified Extra Hours for Translation

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 Ready, Set, Go! A three week kindergarten readiness session, targeting English Learners without preschool experience will be provided pending funding. This half day program introduces students to language arts and math concepts, socialization and kindergarten routines.

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 Staffing and Materials

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 behavioral support 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)	Source(s)
650	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra hours for child care
130	LCFF - Targeted 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

Counselor to provide seminars on topics of interest during parent events to support home-school connections.

Proposed Expenditures for this Strategy/Activity

Source(s)

No additional Costs

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 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 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

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)	Source(s)
	PTA/PTO Expenses generated by Family events and enrichment opportunities.

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

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 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

After School Program 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
	Extra Hourly Time for Teachers, Supplies, Refreshments

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

Each grade level will invite parents to a showcase of student learning to improve 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 costs

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

Opportunities for students in grade 3rd -5th grade to join a sport after school, such as Basketball and Volleyball to promote school and community connectedness. Parent volunteers will be used as coaches for the teams.

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)

PTA/PTO

Cost of uniforms and team registration fees (See Goal 2)

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 Title I, Family Nights will be held school wide to display student learning, provide platform for parent input on topics that affect student development/learning and build 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.

Extra Hourly Time for Teachers

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries

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. 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
3078	Title III 5000-5999: Services And Other Operating Expenditures Cost for conference, travel and lodging for State CABE

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

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.

A	
Amount(s)	Source(s)

200

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

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

Annual Review

SPSA Year Reviewed: 2018-19

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 CABE 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	\$64,580.00
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	\$187,943.00

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	\$55,102.00
Title III	\$9,478.00

Subtotal of additional federal funds included for this school: \$64,580.00

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	\$38,803.00
LCFF - Intervention	\$10,850.00
LCFF - Targeted	\$73,710.00

Subtotal of state or local funds included for this school: \$123,363.00

Total of federal, state, and/or local funds for this school: \$187,943.00

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	38,803.00	0.00
Title I	55,102.00	0.00
Title III	9,478.00	0.00
LCFF - Targeted	73,710.00	0.00
LCFF - Intervention	10,850.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	38,803.00
LCFF - Intervention	10,850.00
LCFF - Targeted	73,710.00
Title I	55,102.00
Title III	9,478.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	2,400.00
2000-2999: Classified Personnel Salaries	Discretionary	1,300.00
4000-4999: Books And Supplies	Discretionary	32,853.00
5000-5999: Services And Other Operating Expenditures	Discretionary	1,250.00
5700-5799: Transfers Of Direct Costs	Discretionary	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	10,850.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	25,020.00

2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures
5700-5799: Transfers Of Direct Costs
5800: Professional/Consulting Services And Operating Expenditures
1000-1999: Certificated Personnel Salaries
5000-5999: Services And Other Operating Expenditures
1000-1999: Certificated Personnel Salaries
2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures

Expenditures by Goal

LCFF - Targeted	10,780.00
LCFF - Targeted	23,506.00
LCFF - Targeted	5,204.00
LCFF - Targeted	3,000.00
LCFF - Targeted	6,200.00
Title I	47,102.00
Title I	8,000.00
Title III	2,000.00
Title III	650.00
Title III	150.00
Title III	6,678.00

Goal Number	Total Expenditures
Goal 1	156,335.00
Goal 2	24,800.00
Goal 3	6,808.00

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
Bertha M. Anguiano	Principal
Ashleigh Arias	Other School Staff
Traci Martinez	Classroom Teacher
Patricia Hernandez-Einstein	Classroom Teacher
Joanne Louth	Classroom Teacher
Juan Arellano	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.

10/16/2019

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Bertha Angulano Norman R. Brekke Elementary School

Committee or Advisory Group Name



Crevious Section School Site Council Membership	Current Section Next Section Next Section Recommendations and Assurances Instructions: Over				
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2019-20 School Plan for Student Achievement	2019-10-16		View	View	<u>34</u>
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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

Clear

School Site Council

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English Learner Advisory Committee

Juan Arellano A.

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:

1

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Principal, Bertha M. Angulano	on 10-16-19
SSC Chairperson, Traci Martinez	on 10-16-19

Previous Section School Site Council Membership Current Section Recommendations and Assurances Next Section

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