

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Braly Elementary School	43-69674-6048813	April 24, 2023	June 8, 2023

## 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
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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.

Braly's SPSA goals are aligned to the LCAP for Santa Clara Unified School District.

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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.

## Surveys

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

LCAP needs assessments are conducted with all groups including staff School Site Council, PTA and English Advisory Committee. Our third through fifth graders complete the California Healthy Kids Survey. In conjunction with PTA we send out an annual parent survey.

## Classroom Observations

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

Classrooms are visited frequently throughout the year by the principal to conduct both formal and informal observations. In addition, the superintendent and other District Administrators make visits to the school annually. During the 2022-2023 school year, teachers have been involved in collaboration to determine best practices based on assessment data. This time enables teachers to collaborate, observe, and reflect on lessons as part of our professional development plan to work together to study best practices and increase student achievement.

## 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)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. Braly was identified for Additional Targeted Support and Improvement (ATSI) under ESSA in the 2021-2022 school year because of the high chronic absenteeism rate and the suspension rate of students with disabilities during that school year.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

## Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## **Opportunity and Equal Educational Access**

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

## **Parental Engagement**

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

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

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)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

## Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

School Site Council members and school staff had opportunities to give input and review goals in February, March and April.

## **Resource Inequities**

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

Braly is a non-title I school but annually exhibits needs for additional and funding and resources due to high number of low SES population.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	94	79	80
Grade 1	74	65	56
Grade 2	45	69	66
Grade3	65	40	60
Grade 4	54	59	38
Grade 5	50	46	52
<b>Total Enrollment</b>	<b>382</b>	<b>358</b>	<b>352</b>

### Conclusions based on this data:

1. Braly has had a fluctuating enrollment over the past 3 years due to a high mobility rate among families, and the increase in cost of living in the area.
2. Asian students (with Asian Indian being the majority within this group) make up the highest number and percentage of Braly students, and is increasing, while Hispanic/Latino students make up the 2nd largest number/students and has been decreasing.
3. White students are the third largest racial/ethnic group and the population has been steady over the past 3 years.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	117	163	149	30.60%	45.5%	42.3%
Fluent English Proficient (FEP)	60	56	68	15.70%	15.6%	19.3%
Reclassified Fluent English Proficient (RFEP)	7			6.0%		

### Conclusions based on this data:

1. EL population has increased to over 45% of student population.
2. The fluent English (Initially identified as fluent English proficient, or IFEP) population has also remained stable over 3 years.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	41		0	40		0	40		0.0	97.6	
Grade 4	48	52		0	52		0	52		0.0	100.0	
Grade 5	48	42		0	42		0	42		0.0	100.0	
All Grades	159	135		0	134		0	134		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2431.			35.00			10.00			25.00			30.00	
Grade 4		2516.			48.08			19.23			11.54			21.15	
Grade 5		2551.			47.62			21.43			19.05			11.90	
All Grades	N/A	N/A	N/A		44.03			17.16			17.91			20.90	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		30.00			50.00			20.00		
Grade 4		38.46			48.08			13.46		
Grade 5		28.57			61.90			9.52		
All Grades		32.84			52.99			14.18		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.50			47.50			25.00	
Grade 4		28.85			57.69			13.46	
Grade 5		34.15			53.66			12.20	
All Grades		30.08			53.38			16.54	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00			65.00			20.00	
Grade 4		21.15			75.00			3.85	
Grade 5		14.29			73.81			11.90	
All Grades		17.16			71.64			11.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.50			52.50			25.00	
Grade 4		28.85			53.85			17.31	
Grade 5		28.57			61.90			9.52	
All Grades		26.87			55.97			17.16	

**Conclusions based on this data:**

1. The percent of students completing CAASPP/ELA increased from the 2018-2019 with 99% of students taking the test.
2. Students overall have shown slightly decreased scale scores since 2018-2019 with the percent meeting/exceeding grade level standard (61%)
3. There have been slight decreases in students meeting/exceeding standard since 2018-2019 in each domain.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	41		0	40		0	40		0.0	97.6	
Grade 4	48	52		0	52		0	52		0.0	100.0	
Grade 5	48	42		0	42		0	42		0.0	100.0	
All Grades	159	135		0	134		0	134		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2436.			30.00			10.00			30.00			30.00	
Grade 4		2535.			53.85			15.38			13.46			17.31	
Grade 5		2558.			40.48			26.19			19.05			14.29	
All Grades	N/A	N/A	N/A		42.54			17.16			20.15			20.15	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.00			45.00			25.00	
Grade 4		59.62			21.15			19.23	
Grade 5		50.00			35.71			14.29	
All Grades		47.76			32.84			19.40	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			45.00			30.00	
Grade 4		36.54			40.38			23.08	
Grade 5		33.33			50.00			16.67	
All Grades		32.09			44.78			23.13	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			57.50			17.50	
Grade 4		53.85			28.85			17.31	
Grade 5		28.57			54.76			16.67	
All Grades		37.31			45.52			17.16	

**Conclusions based on this data:**

1. EL students and SED students performed below ALL students. High EL population may be the cause of scores lower than district average
2. Overall, grades 3-5 show that 57% of our students are meeting or exceeding the standards

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1410.6	1410.5		1413.5	1418.1		1403.7	1392.6		34	36	
<b>1</b>	1440.4	1413.4		1460.1	1421.6		1420.3	1404.7		34	22	
<b>2</b>	1442.4	1485.1		1434.8	1494.1		1449.4	1475.6		25	31	
<b>3</b>	1499.1	1483.1		1487.4	1489.6		1510.4	1476.1		20	19	
<b>4</b>	1477.1	1527.7		1469.7	1534.9		1484.2	1520.0		18	15	
<b>5</b>	1465.2	*		1470.6	*		1459.7	*		13	8	
<b>All Grades</b>										144	131	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	23.53	16.67		20.59	30.56		32.35	33.33		23.53	19.44		34	36	
<b>1</b>	17.65	18.18		35.29	27.27		20.59	18.18		26.47	36.36		34	22	
<b>2</b>	12.50	12.90		37.50	48.39		29.17	32.26		20.83	6.45		24	31	
<b>3</b>	33.33	15.79		22.22	36.84		33.33	31.58		11.11	15.79		18	19	
<b>4</b>	27.78	33.33		38.89	40.00		11.11	20.00		22.22	6.67		18	15	
<b>5</b>	30.77	*		15.38	*		30.77	*		23.08	*		13	*	
<b>All Grades</b>	22.70	18.32		29.08	36.64		26.24	28.24		21.99	16.79		141	131	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	17.65	19.44		26.47	30.56		29.41	30.56		26.47	19.44		34	36	
<b>1</b>	35.29	31.82		35.29	18.18		20.59	27.27		8.82	22.73		34	22	
<b>2</b>	20.83	38.71		29.17	29.03		29.17	29.03		20.83	3.23		24	31	
<b>3</b>	38.89	36.84		33.33	36.84		16.67	15.79		11.11	10.53		18	19	
<b>4</b>	38.89	60.00		33.33	33.33		11.11	0.00		16.67	6.67		18	15	
<b>5</b>	38.46	*		38.46	*		7.69	*		15.38	*		13	*	
<b>All Grades</b>	29.79	34.35		31.91	30.53		21.28	22.90		17.02	12.21		141	131	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	23.53	8.33		14.71	16.67		32.35	58.33		29.41	16.67		34	36	
<b>1</b>	14.71	13.64		29.41	13.64		14.71	22.73		41.18	50.00		34	22	
<b>2</b>	8.33	0.00		41.67	41.94		16.67	35.48		33.33	22.58		24	31	
<b>3</b>	22.22	0.00		22.22	26.32		33.33	36.84		22.22	36.84		18	19	
<b>4</b>	11.11	0.00		44.44	46.67		11.11	46.67		33.33	6.67		18	15	
<b>5</b>	7.69	*		15.38	*		46.15	*		30.77	*		13	*	
<b>All Grades</b>	15.60	5.34		27.66	25.95		24.11	42.75		32.62	25.95		141	131	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	23.53	33.33		50.00	52.78		26.47	13.89		34	36	
<b>1</b>	52.94	40.91		38.24	36.36		8.82	22.73		34	22	
<b>2</b>	16.67	41.94		66.67	51.61		16.67	6.45		24	31	
<b>3</b>	50.00	47.37		44.44	31.58		5.56	21.05		18	19	
<b>4</b>	55.56	66.67		27.78	26.67		16.67	6.67		18	15	
<b>5</b>	30.77	*		53.85	*		15.38	*		13	*	
<b>All Grades</b>	37.59	41.98		46.81	45.04		15.60	12.98		141	131	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	17.65	8.33		52.94	58.33		29.41	33.33		34	36	
<b>1</b>	26.47	13.64		58.82	68.18		14.71	18.18		34	22	
<b>2</b>	16.67	32.26		54.17	64.52		29.17	3.23		24	31	
<b>3</b>	35.29	47.37		47.06	42.11		17.65	10.53		17	19	
<b>4</b>	33.33	53.33		50.00	40.00		16.67	6.67		18	15	
<b>5</b>	46.15	*		38.46	*		15.38	*		13	*	
<b>All Grades</b>	26.43	29.77		52.14	54.20		21.43	16.03		140	131	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	17.65	13.89		52.94	72.22		29.41	13.89		34	36	
<b>1</b>	32.35	18.18		29.41	27.27		38.24	54.55		34	22	
<b>2</b>	16.67	3.23		58.33	74.19		25.00	22.58		24	31	
<b>3</b>	22.22	0.00		50.00	47.37		27.78	52.63		18	19	
<b>4</b>	16.67	0.00		50.00	86.67		33.33	13.33		18	15	
<b>5</b>	15.38	*		38.46	*		46.15	*		13	*	
<b>All Grades</b>	21.28	9.16		46.10	61.83		32.62	29.01		141	131	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	32.35	13.89		35.29	52.78		32.35	33.33		34	36	
<b>1</b>	14.71	4.55		47.06	59.09		38.24	36.36		34	22	
<b>2</b>	12.50	19.35		45.83	64.52		41.67	16.13		24	31	
<b>3</b>	27.78	0.00		61.11	84.21		11.11	15.79		18	19	
<b>4</b>	11.11	6.67		50.00	80.00		38.89	13.33		18	15	
<b>5</b>	0.00	*		75.00	*		25.00	*		12	*	
<b>All Grades</b>	18.57	11.45		48.57	64.12		32.86	24.43		140	131	

**Conclusions based on this data:**

1. Nearly 36% of students (78) were at Level 4 overall based on the first year administration of the ELPAC Summative.
2. 43% of students scored Level 4 on the Oral Language Component, while 31% scored Level 4 on Written Component (and area for improvement).
3. Within the Oral Language Component, a significantly higher percentage of students scored "Well-Developed" on the Listening portion vs. the Speaking (55% vs. 38%), and within the Written Component, 40% of students scored well-developed in Writing, versus 35.48% scoring Well-Developed in Reading.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>358</b>	<b>29.9</b>	<b>45.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Braly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	163	45.5
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>	107	29.9
<b>Students with Disabilities</b>	51	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	6	1.7
<b>American Indian</b>	2	0.6
<b>Asian</b>	153	42.7
<b>Filipino</b>	10	2.8
<b>Hispanic</b>	110	30.7
<b>Two or More Races</b>	19	5.3
<b>Pacific Islander</b>	7	2.0
<b>White</b>	50	14.0

**Conclusions based on this data:**

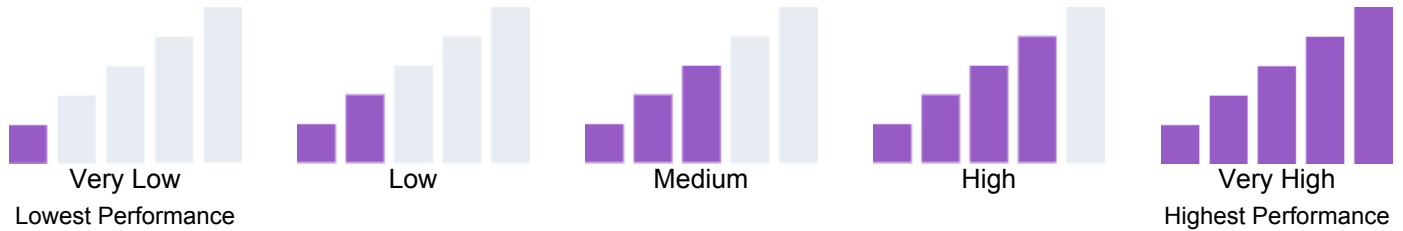
1. Current Enrollment at Braly is 386. While there have been fluctuations, enrollment has declined over the past 3 years.
2. Current English Learner population is 45%, Socioeconomically Disadvantaged is currently 30%, and there are currently 14.2% students with Disabilities.
3. While the overall enrollment is decreasing, students with high need (EL, SED, SWD) have increased at least in the past year.

# School and Student Performance Data

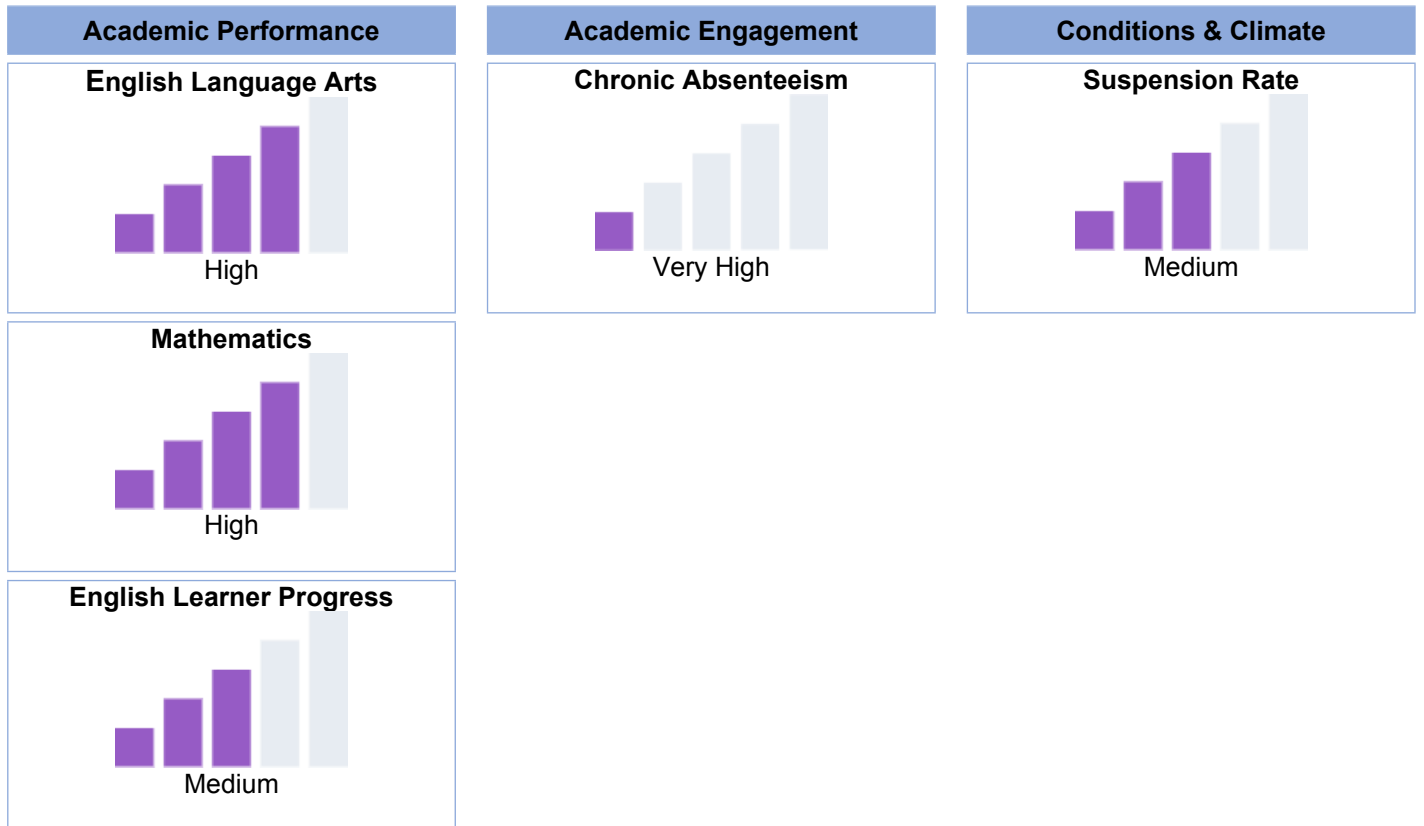
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Braly's Academic Achievement is Very High/Significantly Improved (Blue) overall for both ELA and Math
2. Suspension rates are Very Low/Significantly Improved (Blue)

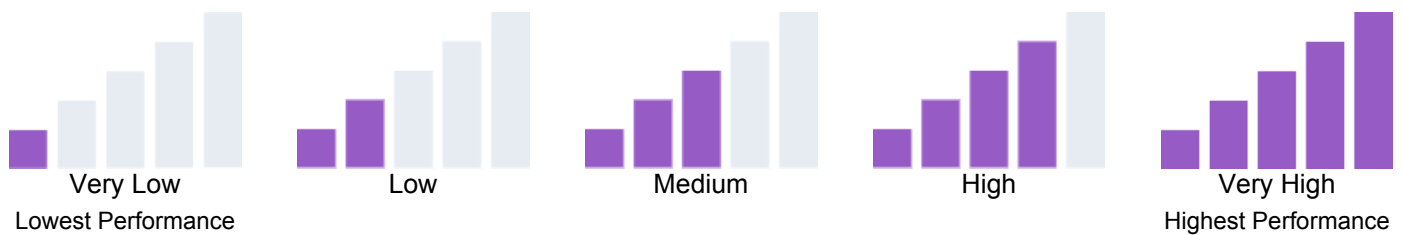
3. Chronic absenteeism is High/Increased (Orange). Current (May, 2019 YTD) Chronic absenteeism is 11.4% more than a percentage decrease over last year (12.1%)

# School and Student Performance Data

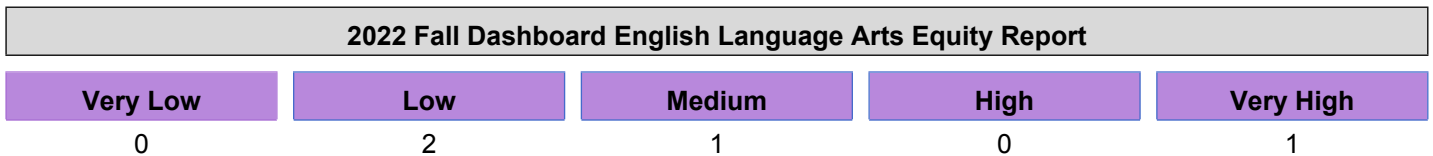
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

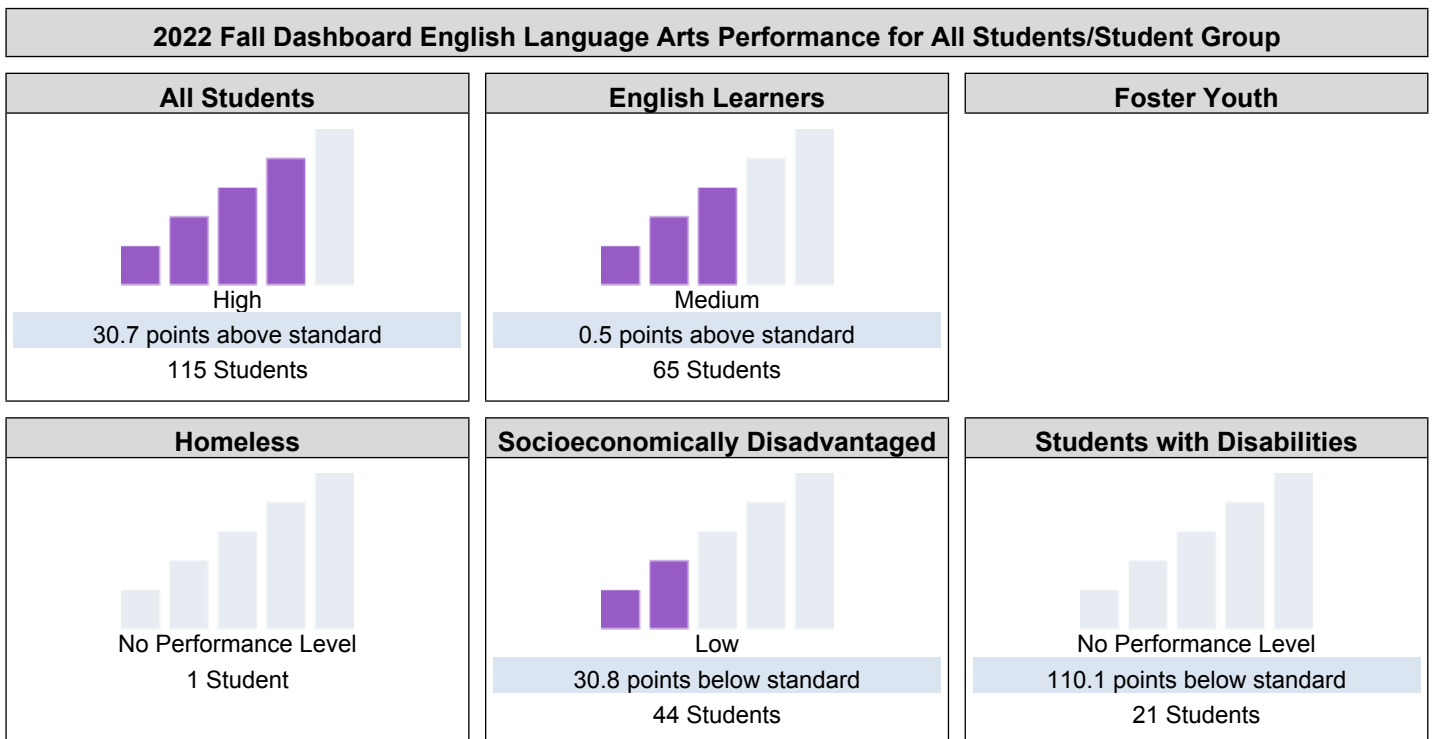
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



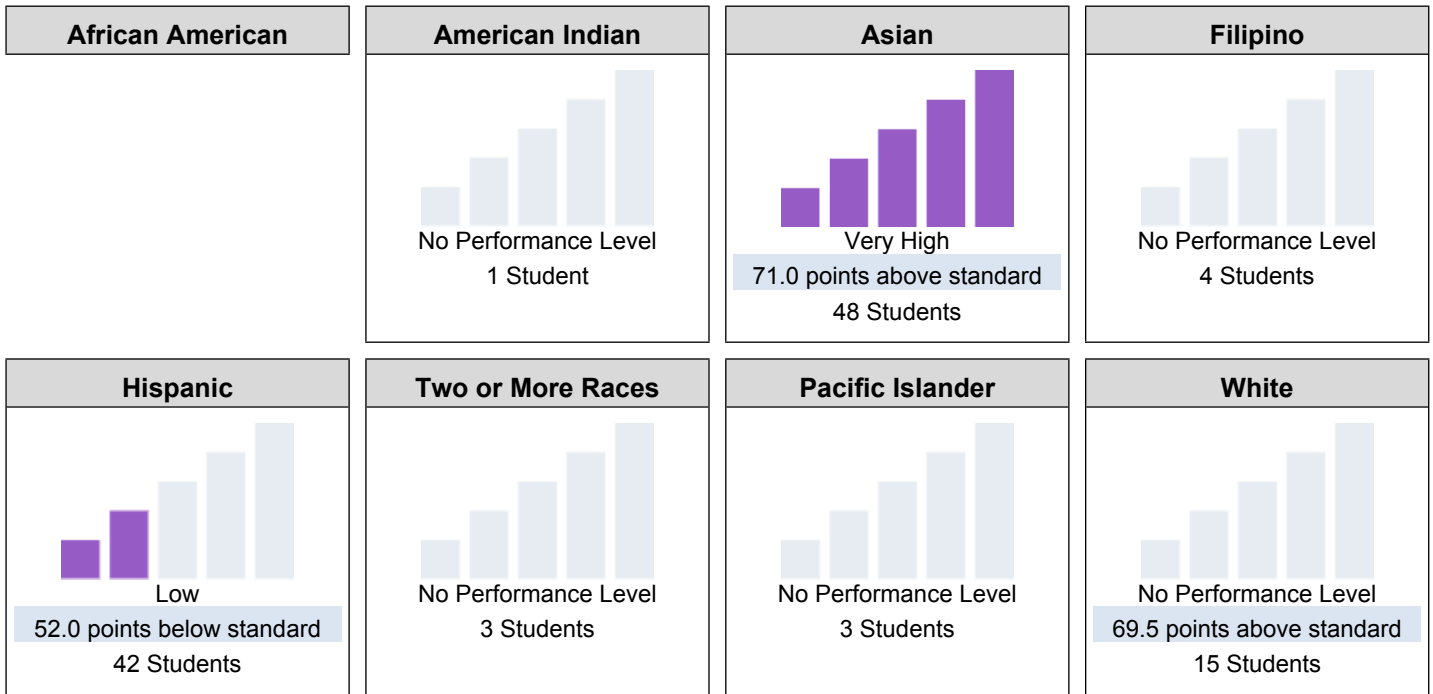
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>93.1 points below standard</p> <p>31 Students</p>	<p>65.6 points above standard</p> <p>36 Students</p>	<p>49.6 points above standard</p> <p>38 Students</p>

### Conclusions based on this data:

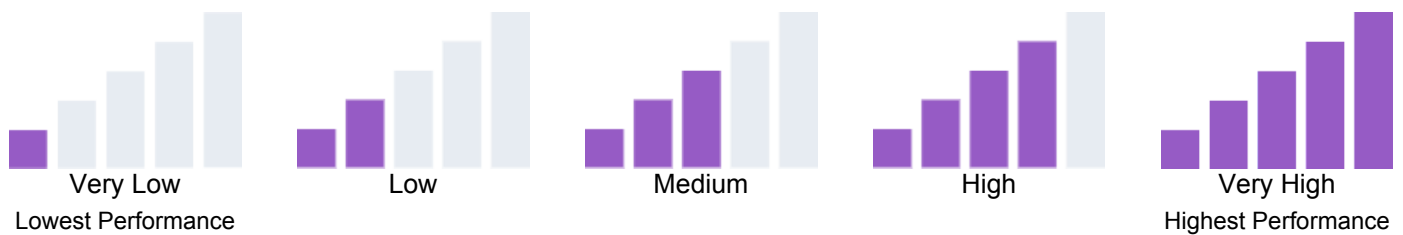
1. Overall performance on CAASPP/ELA was very high and improved (Blue)
2. English Learners, Socioeconomically Disadvantaged and Hispanic students all had average scale scores within the Medium (Yellow) range, and all increased average scale scores significantly in 2017-18.
3. Reclassified and English Only students also increased their average scale scores significantly, and had average scale scores above standard.

# School and Student Performance Data

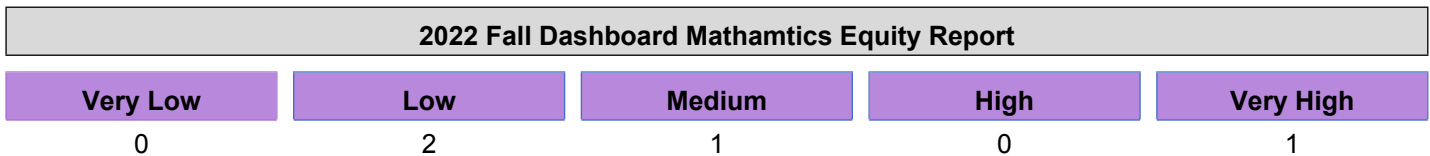
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

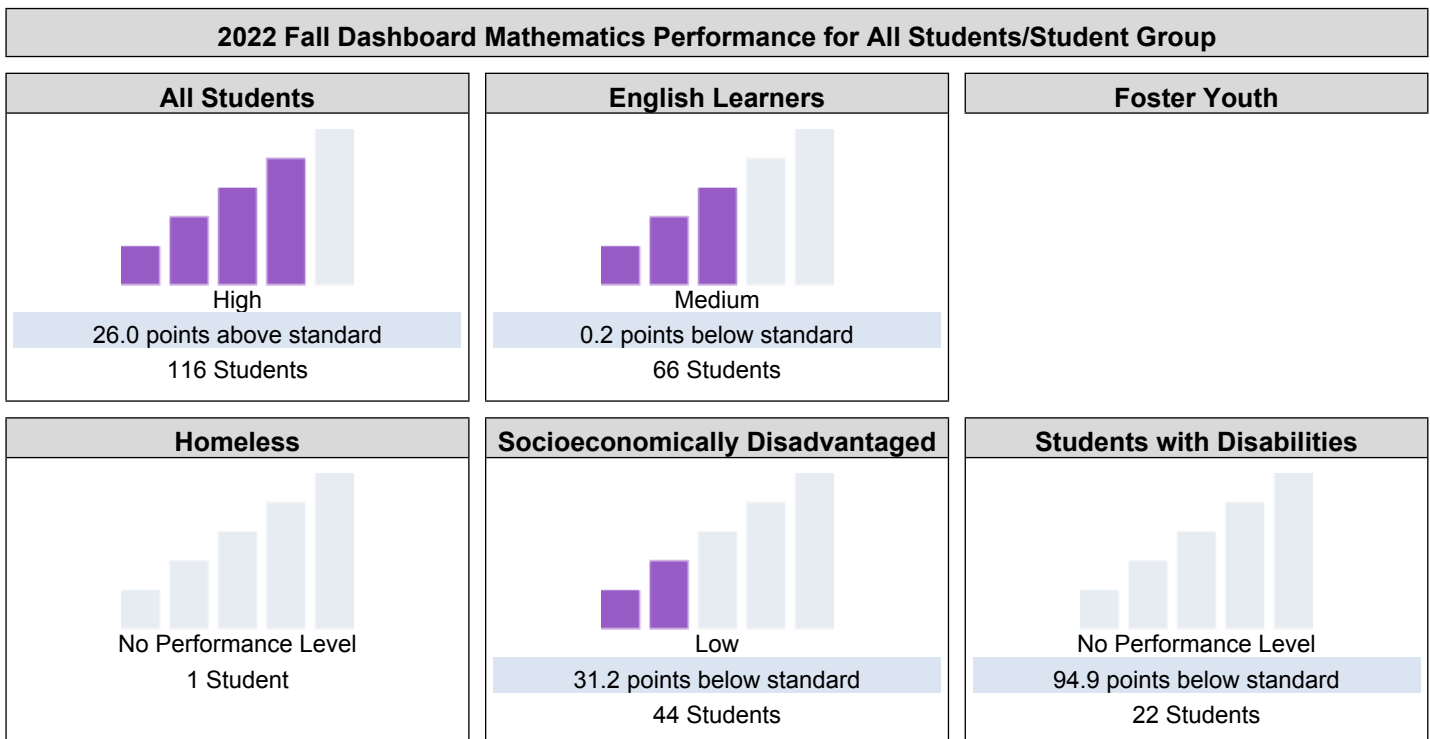
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



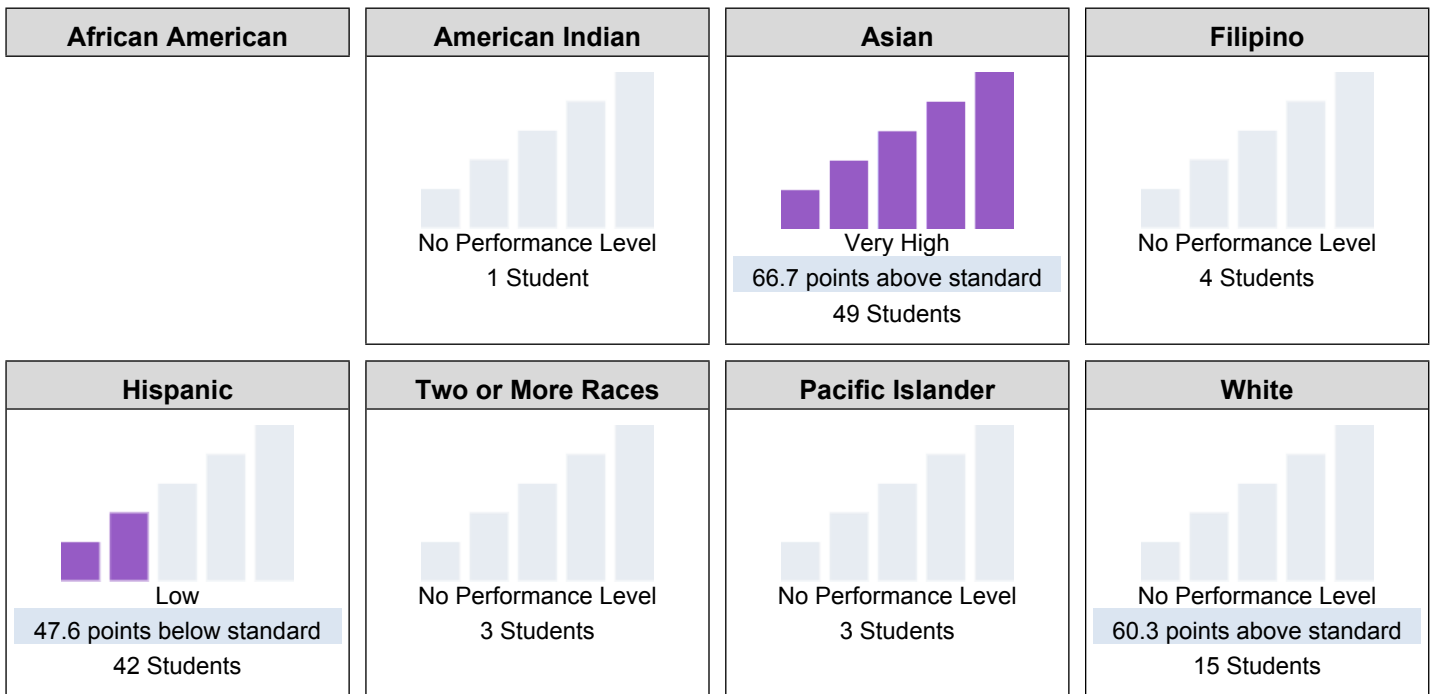
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>79.6 points below standard 31 Students</p>	<p>53.2 points above standard 37 Students</p>	<p>40.6 points above standard 38 Students</p>

### Conclusions based on this data:

1. English Learners, Asian students, and students overall, achieved at the high or very high level (Blue or Green), or increased significantly. English Learners average scale score was slightly below standard. Filipino and White students also performed above standard, although the few number of students resulted in "no color" be given.
2. Socioeconomically Disadvantaged and Hispanic students had increased achievement and were at the medium level (Yellow). Both groups average scale scores were below standard.
3. Although there was no performance color (because of the small number of students) Students with Disabilities had increased/improved performance, but also had an average scale score significantly below standard.



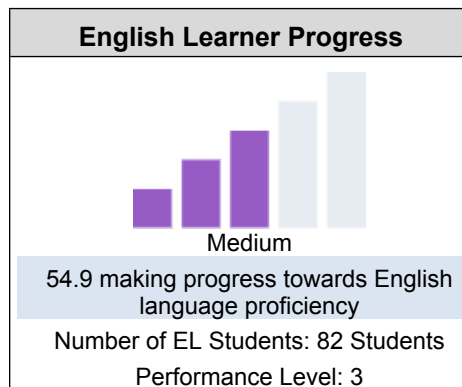
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.6%	30.5%	1.2%	53.7%

#### Conclusions based on this data:

1. The majority of students (68%) are either at Level 3 or 4 of ELPAC-if this continues to be the case based on the most recent administration (Spring, 2019), it will have implications for ELD grouping and curriculum.
2. It will be important to analyze Spring, 2019 ELPAC level compared to grade level in order to best plan designated ELD time.
3. Students at Level 1 and Level 2 require both specific ELD instruction as well as scaffolded and specialized instruction (SDAIE) to ensure access to core standards in English, again, grade level/results analysis will be critical for effective ELD implementation.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

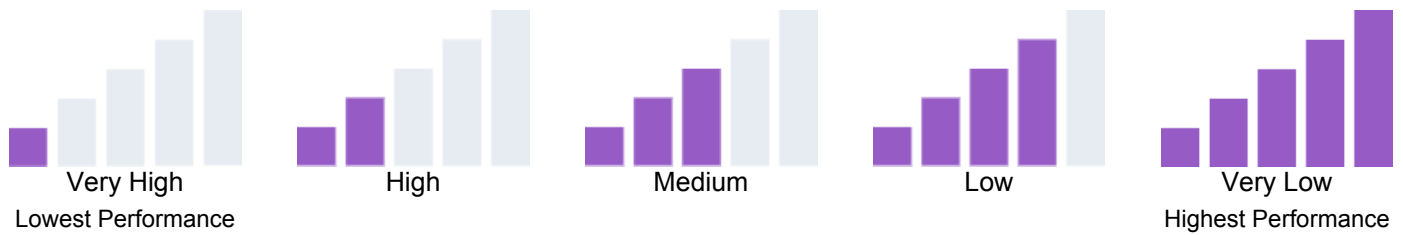
- 1.

# School and Student Performance Data

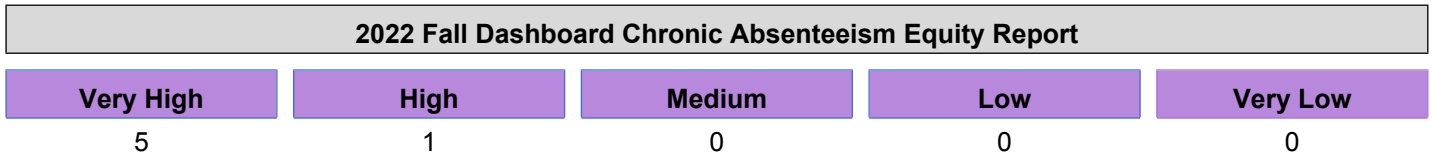
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

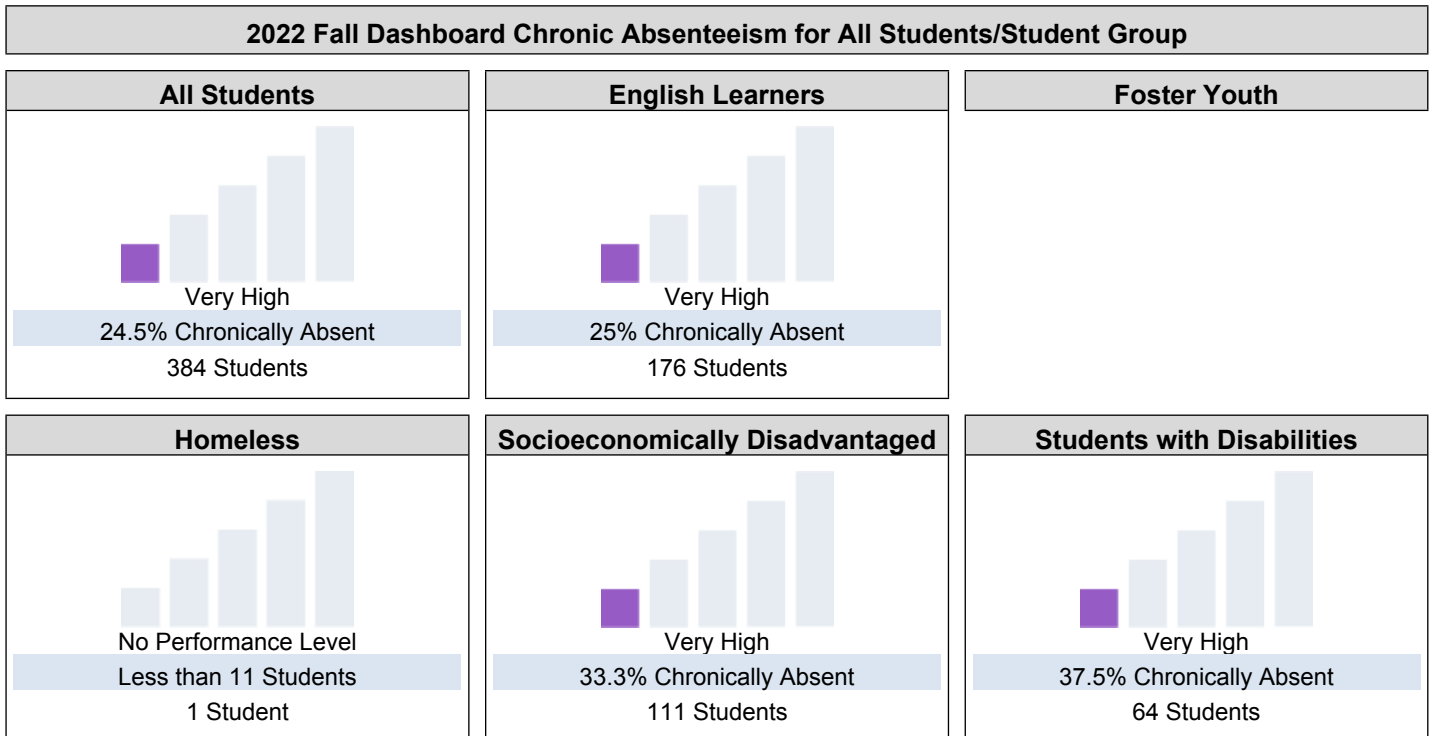
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



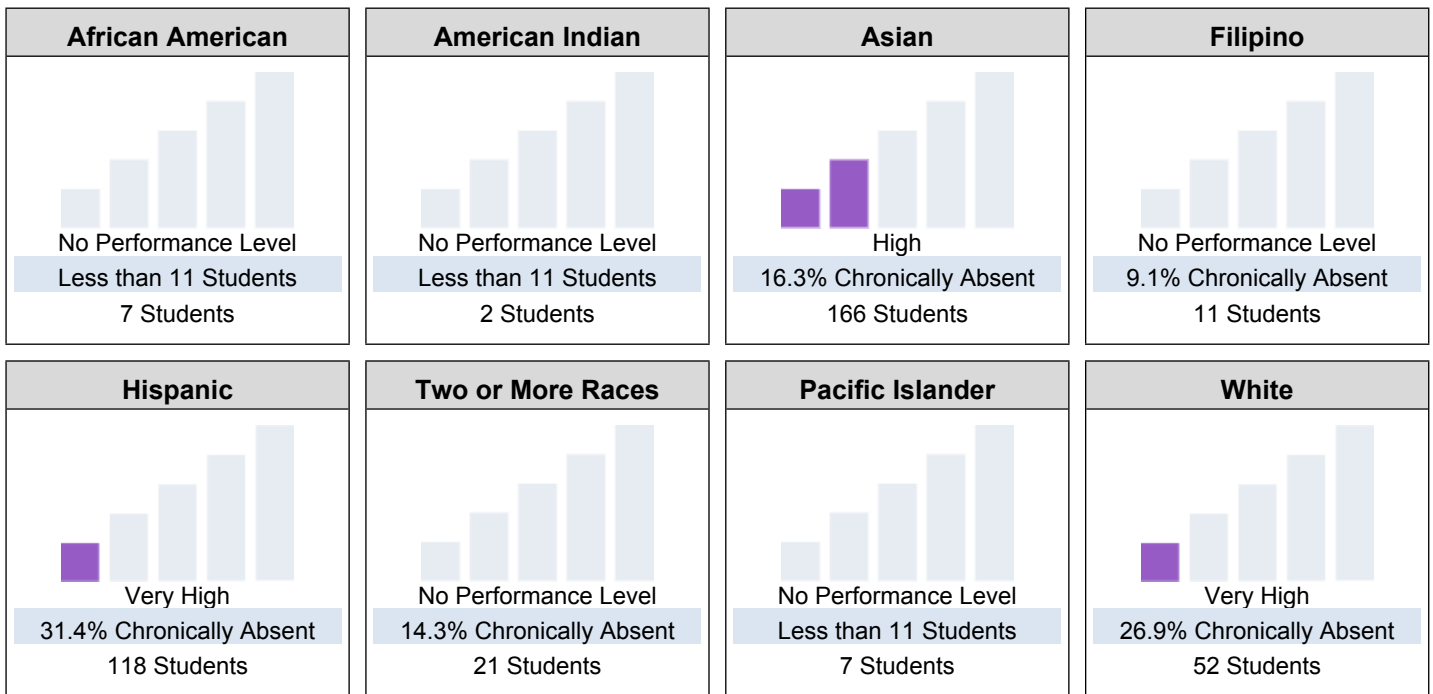
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Overall chronic absenteeism was high/increased. Socioeconomically Disadvantaged and Hispanic students had low/declined absenteeism (Green)
2. White students "maintained"/had a medium level (Yellow) of absenteeism.
3. Three student groups had very high/increased (Red) absenteeism in 2017-18: English Learners, Students with Disabilities and Asian students. 18-19 YTD chronic absenteeism shows a similar absence pattern. It will be important to focus on root cause and intervention starting early in the school year.

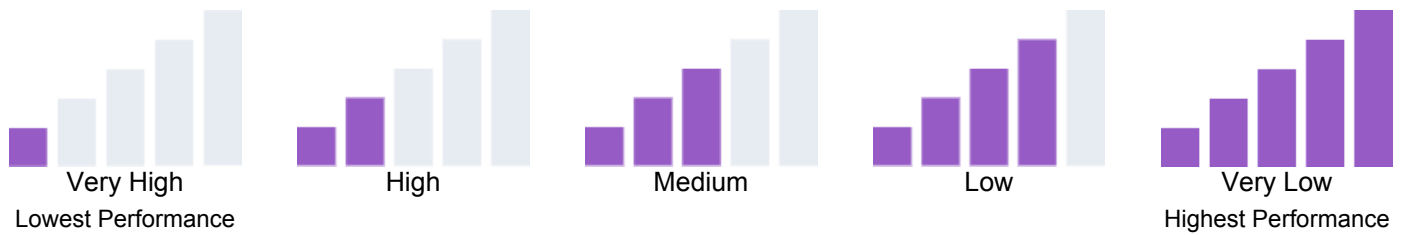


# School and Student Performance Data

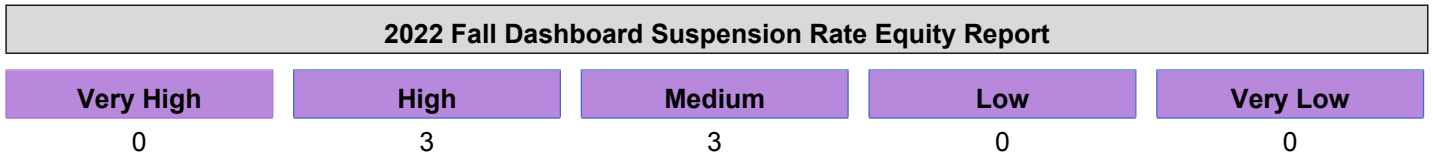
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

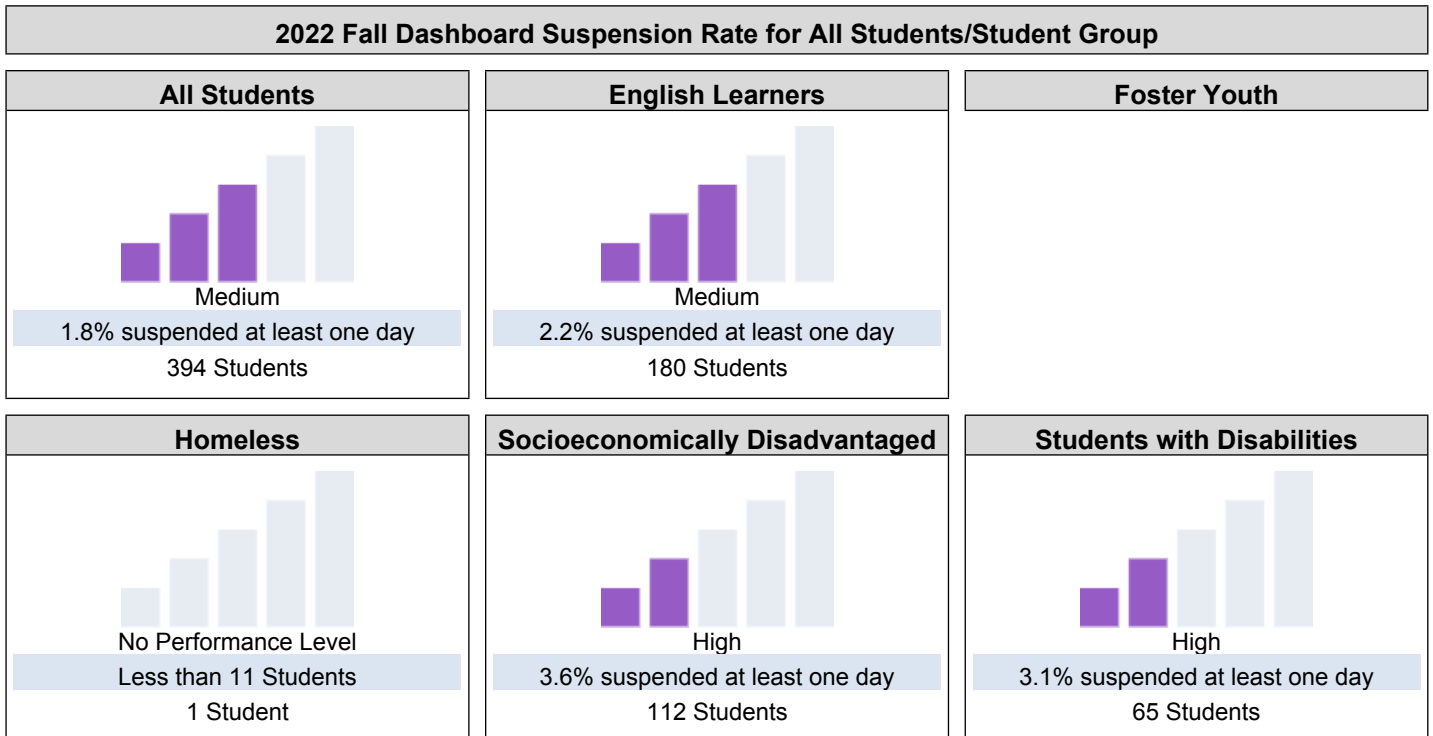
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



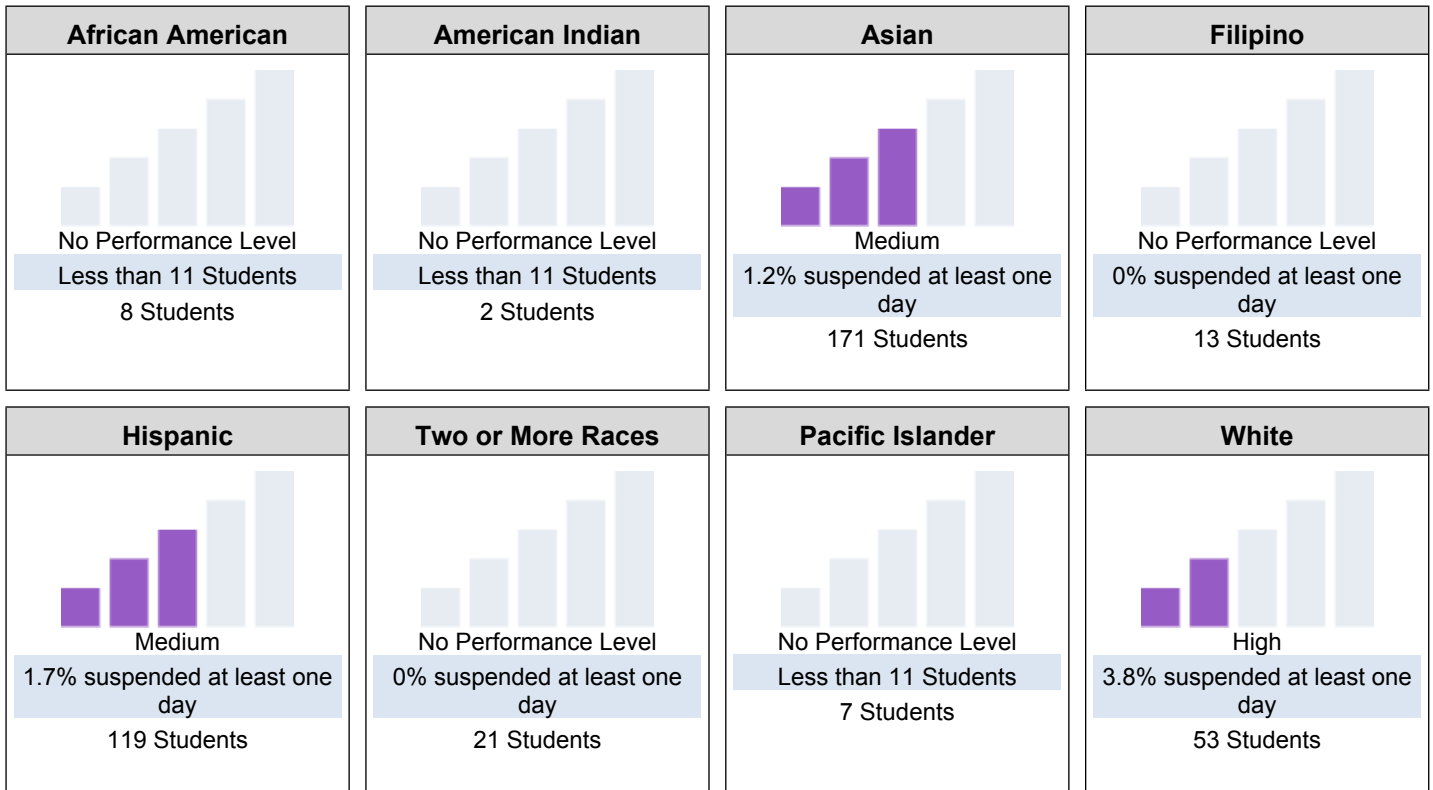
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Because of very low numbers, dashboard colors for Braly suspensions can change each year based on a single additional student suspension each year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Achievement in Language Arts

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:  
 1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.  
 2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.  
 3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 1

Grades 3-5: By the end of 2024, students will increase proficiency in reading as measured by Fountas and Pinnell (F&P), iReady and any available state assessment data . In addition, both EL population and the Economically Disadvantaged population will increase proficiency.  
 K-5: Overall percentage of students reading at/above grade level on Fountas and Pinnell (F&P) will increase, as well as the proficiency percentage of EL and Econ. Disadvantaged students achieving meeting/exceeding grade level by the end of the year.

## Identified Need

Improve performance in order to narrow/close achievement gap between English Learners and Socioeconomically Disadvantaged students and their higher achieving peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5: Fountas & Pinnell (F&P) Reading Assessment iReady Assessment, 3-5: CAASPP/ELA	K-5 F&P shows 58.6% of students reading on or above grade level . K-5 iReady shows 52% of students reading on or above grade level	Overall iReady/F&P ELA achievement will increase number of students meeting/exceeding. EL achievement will increase number of students meeting/exceeding. Economically Disadvantaged student achievement will increase number of students meeting/exceeding.



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

### Strategy/Activity 1

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

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

all students

#### Strategy/Activity

Provide intervention and/or enrichment to all grade levels

#### 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)

83332

#### Source(s)

Targeted Allocation

TOSA School Support

500

Targeted Allocation

Materials

### Strategy/Activity 2

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

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

Students performing below grade level

#### Strategy/Activity

Use reading materials that are highly engaging with low readability

#### 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)

Targeted Allocation

materials

## Annual Review

SPSA Year Reviewed: 2022-23

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

## **ANALYSIS**

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

Braly has implemented small group instruction with the School Support TOSA for students who are in need of intervention and enrichment

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

Students have access to high engagement/low readability texts for independent reading in the classroom.

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.

In fall of 2023, SSC will need to meet and review end of year ELA assessment data. The goals will be adjusted as necessary based on this analysis.

# 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

Science Technology Engineering Arts Math (STEAM)

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 2

Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (CAASPP Math, CAST grades 3-5), i-Ready Math Diagnostic

## Identified Need

Continuing to improve mathematics and science performance overall, and narrow/close achievement gap between English Learners and Socioeconomically Disadvantaged students and their higher achieving peers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3-5: CAASPP/Math 5: CAST/Science K-5: IReady math diagnostic	Overall iReady data shows 45% of students are meeting or exceeding state standards	Overall iReady Math achievement will increase meeting/exceeding. EL achievement will increase meeting/exceeding. Economically Disadvantaged student achievement will increase meeting/exceeding.

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)

Students Above Benchmark Levels (4th and 5th Grade)

Strategy/Activity

Provide Math Enrichment

**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)

1,500

Targeted Allocation

Math Olympiad Teacher

250

Targeted Allocation

Materials

**Strategy/Activity 2**

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

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

All

Strategy/Activity

School Support TOSA will work with all students on STEAM activities throughout the year for enrichment in all 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)

**Strategy/Activity 5**

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

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

all

Strategy/Activity

Materials to engage students in STEAM activities for enrichment

**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)

Targeted Allocation

STEAM materials

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Math Olympiad is an after school program designed to serve the needs of our higher achieving math students in grades 4-5. During the 22-23 school year 22 students participated in Math Olympiad. This is an effective program that has been in place for several years at our school, as students improve their problem solving and critical thinking skills.

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

We have added additional funding for math enrichment to support the needs of our higher achieving math students, in all grade levels. In addition, funding for professional development and training for teachers in math has been added to support students in need of math intervention.

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.

In fall of 2023, SSC will need to meet and review all available assessment data. The STEAM goal may be changed based on this analysis

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 3

All English Language Learner will increase their Reading, Writing, Listening and Speaking performance by a minimum of one level each school year as measured by the ELPAC (English Language Proficiency Assessments for California).

## Identified Need

Pending the results of 2023 ELPAC Summative, there will likely be a need to continue to focus ELD instruction on the "Level 3" students to ensure that they move to Level 4, and to improve communication with and participation of EL parents to increase understanding and support of students in their continued English development.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative Assessment	As of the end of 2022-2023, 22 of our English Language Learners were reclassified as English Proficient	The results of the 22-23 ELPAC summative will be reviewed early in fall 2023 to establish a specific outcome based on most current data.

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

## Strategy/Activity 1

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

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

All

Strategy/Activity

## Translation 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)

1500

Source(s)

Targeted Allocation

Translation Services

### Strategy/Activity 2

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

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

EL Students

Strategy/Activity

Materials for small group intervention and EL 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)

9463

Source(s)

Targeted Allocation

additional hour of para support

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Translation services continues to be a strategy/activity implemented at our school. This has been effective during formalized meetings and conferences with parents, to discuss student goals/progress, and concerns.

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

To serve the ELD needs of our students, our teachers will need funding for collaboration and materials to implement SEAL strategies and other instructional practices.

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

We now have ELPAC data to guide decisions on ELD, which will be also be helpful in determining ELD needs. The goal of students increasing by at least one ELPAC level will remain.



# 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

School Climate, Absenteeism, and Behavior

## District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

## Goal 4

The staff, students, parents and administration will focus on a positive and inclusive school climate at Braly Elementary School. a positive climate will serve to improve morale, emphasize school pride, involve the school community and offer student chances to excel in both academic and non-academic programs. To identify students of need with chronic absenteeism, behavior, and special needs, teachers will administer an individualized assessment. They will then create small group and individualized interventions to promote good attendance, positive behaviors, and counseling for those in need.

80% or more students who are surveyed will respond positively to questions regarding academic motivation, having at least one caring adult on campus and that they have opportunities to engage in meaningful participation in school.

All students and staff will work in an environment that supports physical and emotional health and safety. Maintain at least 95% average daily attendance. Decrease chronic absenteeism to 10% or below overall and reduce absenteeism of most affected students

Maintain positive student behavior and pro-social interaction (Wellness and SEL support)

## Identified Need

3rd-5th grade student responses, an average of 30% of students responded "strongly agree" they have the academic behaviors to be successful. 31% of our students strongly agree that they have appropriate social skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Survey, administered each spring.	DESSA: 90% of students demonstrate typical/strength in SEL competencies	DESSA: 93% of students will demonstrate typical/strength in SEL competencies
	Average Daily Attendance: 91.99%	Daily average Attendance will increase to 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

**Strategy/Activity 1**

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

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

All

Strategy/Activity

Identify and support students with disabilities, chronic absenteeism, and behavior concerns (ATSI Action Item: Suspension and Absenteeism)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1660	Targeted Allocation Purchase SEL Assessment Tool

**Strategy/Activity 2**

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

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

all

Strategy/Activity

Professional Development to support SEL/Wellness (ATSI Action Item: Suspension and Absenteeism)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Targeted Allocation Professional Development

**Strategy/Activity 3**

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

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

All

Strategy/Activity

Supplemental resources to support SEL/Wellness (ATSI Action Item: Suspension and Absenteeism)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

750

Source(s)

Targeted Allocation  
Materials

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Targeted Allocation

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

school counseling, and providing childcare have been effective and consistent strategies/activities at our school.

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

N/A

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

We now have the SEL (Social Emotional Learning) survey to use as data in measuring the social emotional success of our students.

# 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

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# 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

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 7

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$100,955.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$100,955.00

Subtotal of state or local funds included for this school: \$100,955.00

Total of federal, state, and/or local funds for this school: \$100,955.00



# 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
Targeted Allocation	88187	-12,768.00
Targeted Carryover	13523	13,523.00
None Specified		

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	100,955.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	100,955.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	84,332.00
Goal 2	2,750.00
Goal 3	10,963.00
Goal 4	2,910.00

# 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
Jennifer Laxton	Principal
Joo Yiu	Parent or Community Member
Timothy Thoman (Chairman)	Classroom Teacher
Nalini Amore-Broccoli	Classroom Teacher
Alicia Suarez	Other School Staff
Kate Wolfe	Parent or Community Member
Gina Yao	Parent or Community Member
Maria Munoz	Parent or Community Member
Guillermina Guillen-Omar	Parent or Community Member
Tina Payne Chasse	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/28/2023.

Attested:



Principal, Jennifer Laxton on 3/28/2023



SSC Chairperson, Tim Thoman on 4/24/2023