

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
Briarwood Elementary School	43-69674-6048821	May 4, 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  
Additional Targeted Support and Improvement  
Chronic Absenteeism: Asian, White, Students with Disabilities Subgroups

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

The overall objective of our improvement planning is an enhanced level of student achievement. Student performance improves when teachers use curriculum-delivery strategies that specifically address the needs of their students, when the school environment is positive and when families are involved in their student's education.

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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).

Each year, students in grades 3-5 participate in a school climate survey. Families and staff are asked for feedback on the SPSA through staff, SSC, and PTA meetings.

## Classroom Observations

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

Each classroom is observed on a regular basis by the principal and district personnel. In addition, as per the district's contract with the teachers union:

Probationary Teachers - Two Formal Observations And One Evaluation Summary Each Year

Permanent Teachers - One Formal Observation And One Evaluation Summary Every Other Year

Teachers With Ten Years Or More - May Be Placed On A Five Year Evaluation Cycle

There are no staff members on support plans.

## 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 analyzed monthly by the staff to monitor student learning and improve instruction.

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 analyzed monthly by the staff 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 focuses 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 the California state 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 administrators, 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 monthly basis.

## Teaching and Learning

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

All instructional materials are aligned to the California Standards.

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.

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 differentiated instruction, inclusion, intervention specialists, tutoring, 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 Reading/Writing Workshop, Reading Recovery, RISE, 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 support classes, after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, 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**

October: SSC reviews data and budgets and makes adjustments accordingly to program and staffing needs.

October - April: Briarwood's SSC and ELAC assesses school data and make revisions if necessary.

April: Based on data review and budget projections, Briarwood's SSC creates goals for the upcoming school year.

April - May: Staff, community and student input is gathered on the new goals. Revisions are made as necessary.

June: The SPSA is submitted for SCUSD Board Approval.

## **Resource Inequities**

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

None - all teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction. Every student has access to standards-based instructional materials as required by the Williams Act.

# 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	63	58	68
Grade 1	60	39	49
Grade 2	32	54	41
Grade3	48	25	54
Grade 4	42	38	29
Grade 5	47	44	46
<b>Total Enrollment</b>	<b>292</b>	<b>258</b>	<b>287</b>

### Conclusions based on this data:

1. Enrollment has declined in the last three school years.
2. Briarwood's Hispanic subgroup has dropped in enrollment over the past three 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	97	115	117	33.20%	44.6%	40.8%
Fluent English Proficient (FEP)	34	27	44	11.60%	10.5%	15.3%
Reclassified Fluent English Proficient (RFEP)	8			8.2%		

### Conclusions based on this data:

1. There has been a decrease in the number of students who are classified as RFEP over the last three years.
2. The percentages of English Learners in the school has not significantly changed over the last three 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	48	28		0	25		0	25		0.0	89.3	
Grade 4	43	42		0	39		0	39		0.0	92.9	
Grade 5	50	46		0	44		0	44		0.0	95.7	
All Grades	141	116		0	108		0	108		0.0	93.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2478.			44.00			28.00			16.00			12.00	
Grade 4		2453.			25.64			20.51			12.82			41.03	
Grade 5		2462.			15.91			20.45			20.45			43.18	
All Grades	N/A	N/A	N/A		25.93			22.22			16.67			35.19	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		*			*			*		
Grade 4		17.95			64.10			17.95		
Grade 5		18.18			47.73			34.09		
All Grades		22.22			54.63			23.15		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		10.26			53.85			35.90	
Grade 5		13.64			45.45			40.91	
All Grades		14.81			52.78			32.41	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		17.95			71.79			10.26	
Grade 5		11.36			63.64			25.00	
All Grades		17.59			64.81			17.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		25.64			56.41			17.95	
Grade 5		9.09			63.64			27.27	
All Grades		22.22			58.33			19.44	

**Conclusions based on this data:**

1. Need for targeted EL support in and out of the classroom.
2. Need for targeted writing interventions - in and out of the classroom.
3. Cross grade level collaboration time needed in the area of ELA.

# 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	48	28		0	26		0	26		0.0	92.9	
Grade 4	43	42		0	41		0	41		0.0	97.6	
Grade 5	50	46		0	43		0	43		0.0	93.5	
All Grades	141	116		0	110		0	110		0.0	94.8	

\* 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		2479.			38.46			38.46			7.69			15.38	
Grade 4		2448.			14.63			21.95			24.39			39.02	
Grade 5		2478.			18.60			16.28			18.60			46.51	
All Grades	N/A	N/A	N/A		21.82			23.64			18.18			36.36	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		19.51			36.59			43.90	
Grade 5		23.26			32.56			44.19	
All Grades		28.18			36.36			35.45	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		24.39			39.02			36.59	
Grade 5		20.93			44.19			34.88	
All Grades		28.18			39.09			32.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		14.63			48.78			36.59	
Grade 5		11.63			46.51			41.86	
All Grades		16.36			51.82			31.82	

**Conclusions based on this data:**

1. All subgroups need support/intervention to reach proficiency.
2. Concept and Procedures is an area all grade levels need to target.
3. Math should be a continued focus of our collaboration meetings.

# 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>	1436.2	1424.8		1438.5	1433.9		1430.8	1403.6		26	36	
<b>1</b>	1434.7	1428.6		1438.7	1435.5		1430.0	1421.1		29	13	
<b>2</b>	*	1470.2		*	1468.4		*	1471.4		10	25	
<b>3</b>	1494.5	*		1492.0	*		1496.8	*		24	10	
<b>4</b>	1522.6	1499.7		1528.3	1491.5		1516.4	1507.6		18	18	
<b>5</b>	1515.0	1526.9		1496.8	1520.6		1532.7	1532.6		21	13	
<b>All Grades</b>										128	115	

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>	23.08	16.67		23.08	33.33		42.31	30.56		11.54	19.44		26	36	
<b>1</b>	6.90	0.00		24.14	38.46		31.03	30.77		37.93	30.77		29	13	
<b>2</b>	*	12.00		*	36.00		*	36.00		*	16.00		*	25	
<b>3</b>	20.83	*		29.17	*		41.67	*		8.33	*		24	*	
<b>4</b>	33.33	16.67		22.22	44.44		38.89	11.11		5.56	27.78		18	18	
<b>5</b>	19.05	23.08		38.10	30.77		23.81	46.15		19.05	0.00		21	13	
<b>All Grades</b>	19.53	14.78		28.13	36.52		35.16	30.43		17.19	18.26		128	115	

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>	19.23	22.22		30.77	38.89		42.31	19.44		7.69	19.44		26	36	
<b>1</b>	17.24	0.00		17.24	38.46		44.83	38.46		20.69	23.08		29	13	
<b>2</b>	*	20.00		*	32.00		*	36.00		*	12.00		*	25	
<b>3</b>	33.33	*		37.50	*		16.67	*		12.50	*		24	*	
<b>4</b>	50.00	38.89		27.78	27.78		16.67	16.67		5.56	16.67		18	18	
<b>5</b>	33.33	38.46		33.33	38.46		19.05	15.38		14.29	7.69		21	13	
<b>All Grades</b>	28.13	24.35		29.69	34.78		29.69	25.22		12.50	15.65		128	115	

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>	23.08	8.33		11.54	27.78		46.15	38.89		19.23	25.00		26	36	
<b>1</b>	6.90	0.00		27.59	7.69		20.69	61.54		44.83	30.77		29	13	
<b>2</b>	*	16.00		*	28.00		*	20.00		*	36.00		*	25	
<b>3</b>	4.17	*		33.33	*		45.83	*		16.67	*		24	*	
<b>4</b>	5.56	5.56		44.44	33.33		27.78	33.33		22.22	27.78		18	18	
<b>5</b>	14.29	15.38		14.29	7.69		47.62	61.54		23.81	15.38		21	13	
<b>All Grades</b>	10.94	9.57		25.78	24.35		38.28	40.00		25.00	26.09		128	115	

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>	34.62	27.78		57.69	58.33		7.69	13.89		26	36	
<b>1</b>	24.14	7.69		58.62	76.92		17.24	15.38		29	13	
<b>2</b>	*	32.00		*	56.00		*	12.00		*	25	
<b>3</b>	29.17	*		62.50	*		8.33	*		24	*	
<b>4</b>	66.67	50.00		33.33	33.33		0.00	16.67		18	18	
<b>5</b>	33.33	23.08		52.38	69.23		14.29	7.69		21	13	
<b>All Grades</b>	33.59	31.30		57.03	55.65		9.38	13.04		128	115	

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>	11.54	22.22		65.38	52.78		23.08	25.00		26	36	
<b>1</b>	10.34	7.69		51.72	53.85		37.93	38.46		29	13	
<b>2</b>	*	12.00		*	80.00		*	8.00		*	25	
<b>3</b>	33.33	*		50.00	*		16.67	*		24	*	
<b>4</b>	33.33	22.22		55.56	61.11		11.11	16.67		18	18	
<b>5</b>	42.86	53.85		38.10	30.77		19.05	15.38		21	13	
<b>All Grades</b>	24.22	23.48		53.91	57.39		21.88	19.13		128	115	

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>	23.08	8.33		61.54	75.00		15.38	16.67		26	36	
<b>1</b>	20.69	0.00		31.03	76.92		48.28	23.08		29	13	
<b>2</b>	*	24.00		*	44.00		*	32.00		*	25	
<b>3</b>	4.17	*		62.50	*		33.33	*		24	*	
<b>4</b>	5.56	11.11		72.22	50.00		22.22	38.89		18	18	
<b>5</b>	14.29	15.38		57.14	69.23		28.57	15.38		21	13	
<b>All Grades</b>	15.63	12.17		55.47	62.61		28.91	25.22		128	115	

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>	26.92	33.33		38.46	33.33		34.62	33.33		26	36	
<b>1</b>	6.90	0.00		51.72	61.54		41.38	38.46		29	13	
<b>2</b>	*	16.00		*	60.00		*	24.00		*	25	
<b>3</b>	12.50	*		79.17	*		8.33	*		24	*	
<b>4</b>	11.11	11.11		77.78	61.11		11.11	27.78		18	18	
<b>5</b>	9.52	7.69		76.19	92.31		14.29	0.00		21	13	
<b>All Grades</b>	12.50	17.39		64.84	57.39		22.66	25.22		128	115	

**Conclusions based on this data:**

1. Speaking is an area where more support is needed.
2. There are more EL students in our primary grades - more early interventions may increase scores.



# 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>258</b>	<b>38.8</b>	<b>44.6</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Briarwood 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>	115	44.6
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.4
<b>Socioeconomically Disadvantaged</b>	100	38.8
<b>Students with Disabilities</b>	28	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	1	0.4
<b>American Indian</b>	1	0.4
<b>Asian</b>	67	26.0
<b>Filipino</b>	13	5.0
<b>Hispanic</b>	123	47.7
<b>Two or More Races</b>	11	4.3
<b>Pacific Islander</b>	2	0.8
<b>White</b>	40	15.5

**Conclusions based on this data:**

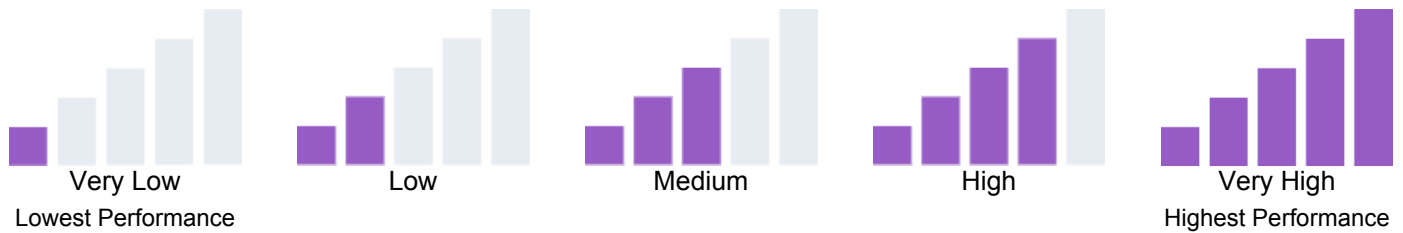
1. English Language Learners is our largest subgroup.
2. Hispanic is our largest ethnic subgroup.
3. Total enrollment has declined the last three years.

# School and Student Performance Data

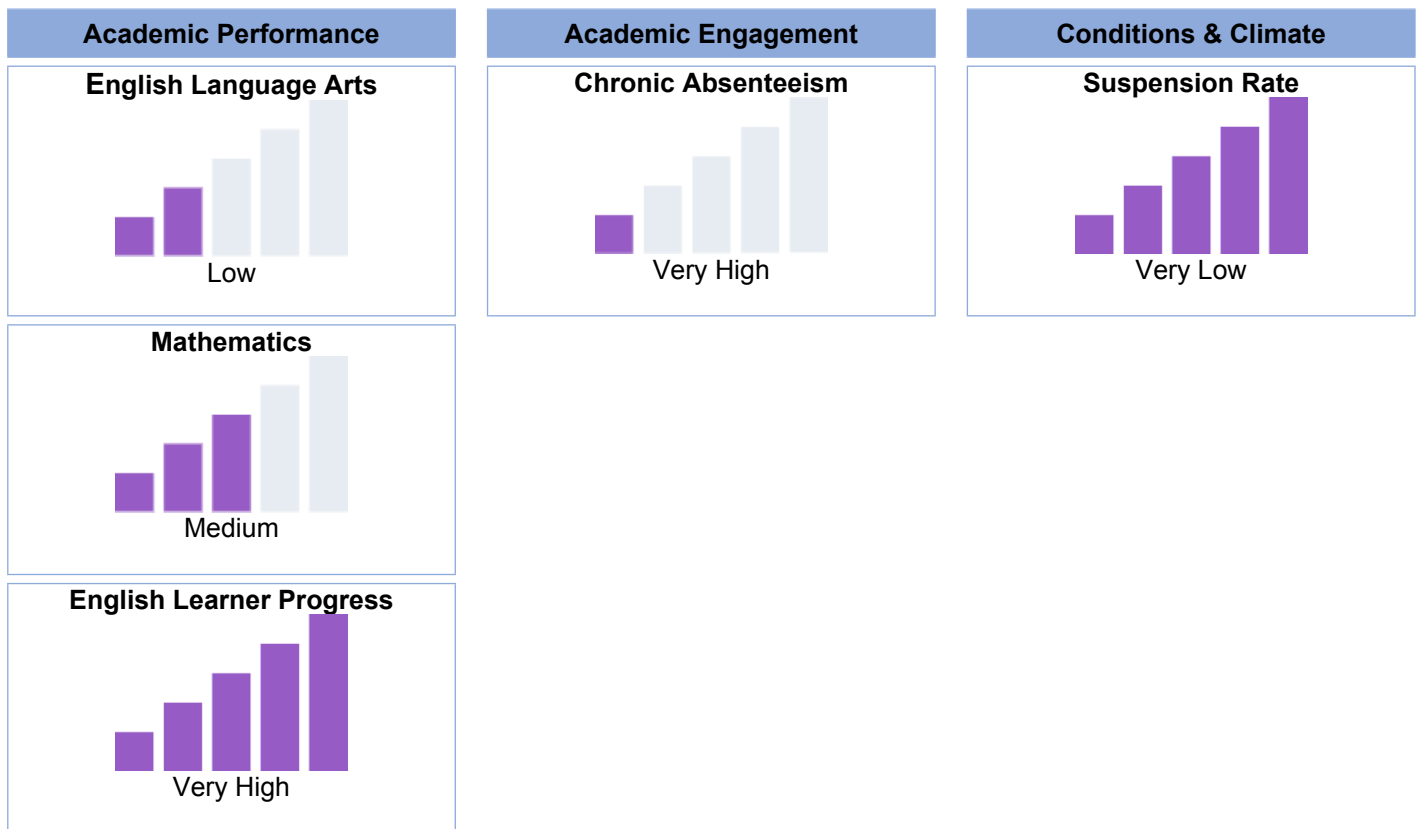
## Overall Performance

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:

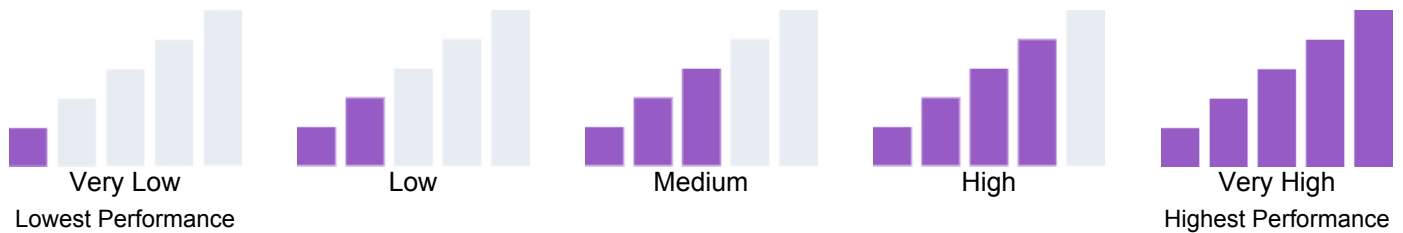
1. Chronic Absenteeism is an area to target interventions.
2. The school has shown growth in both the areas of English Language Arts and Mathematics.

# School and Student Performance Data

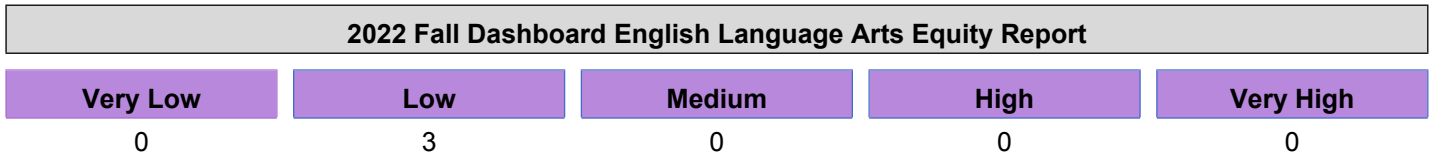
## Academic Performance English Language Arts

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](#).

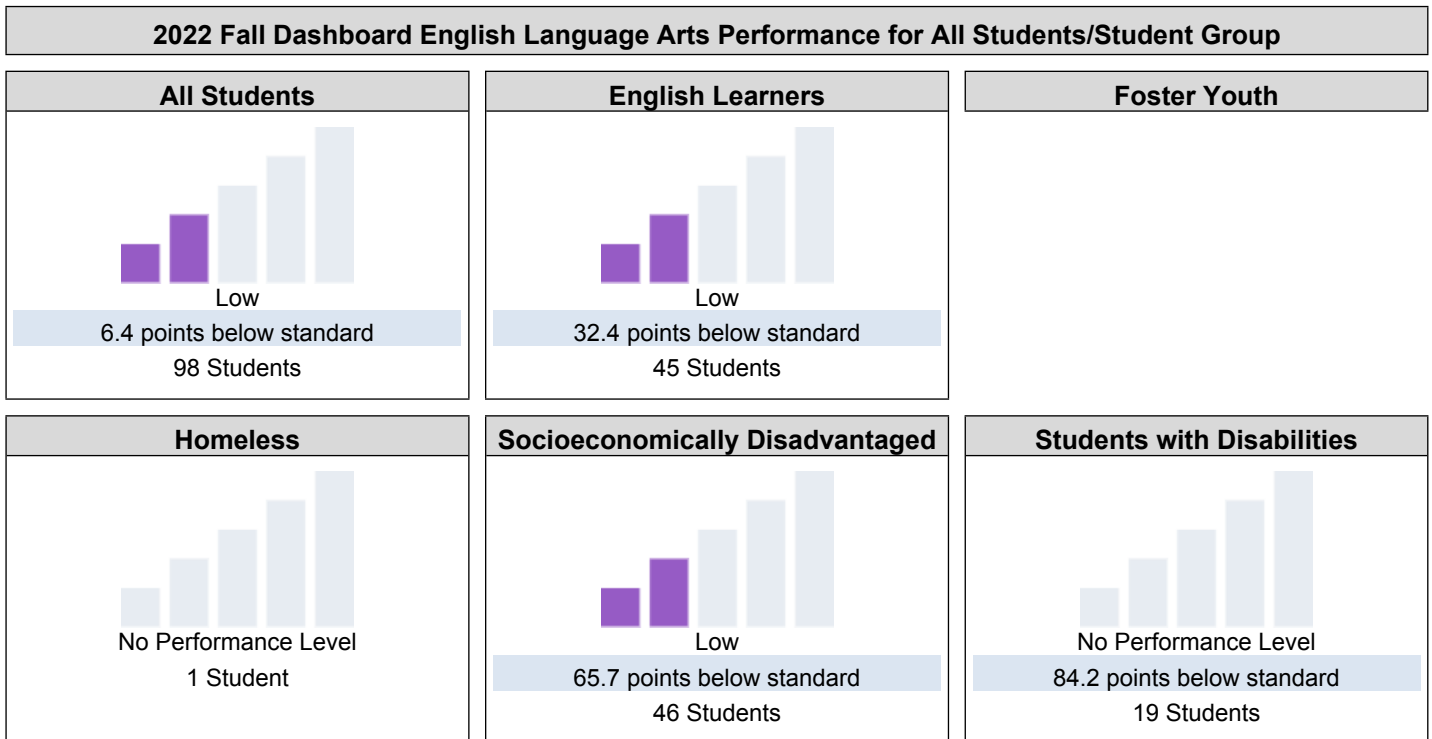
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



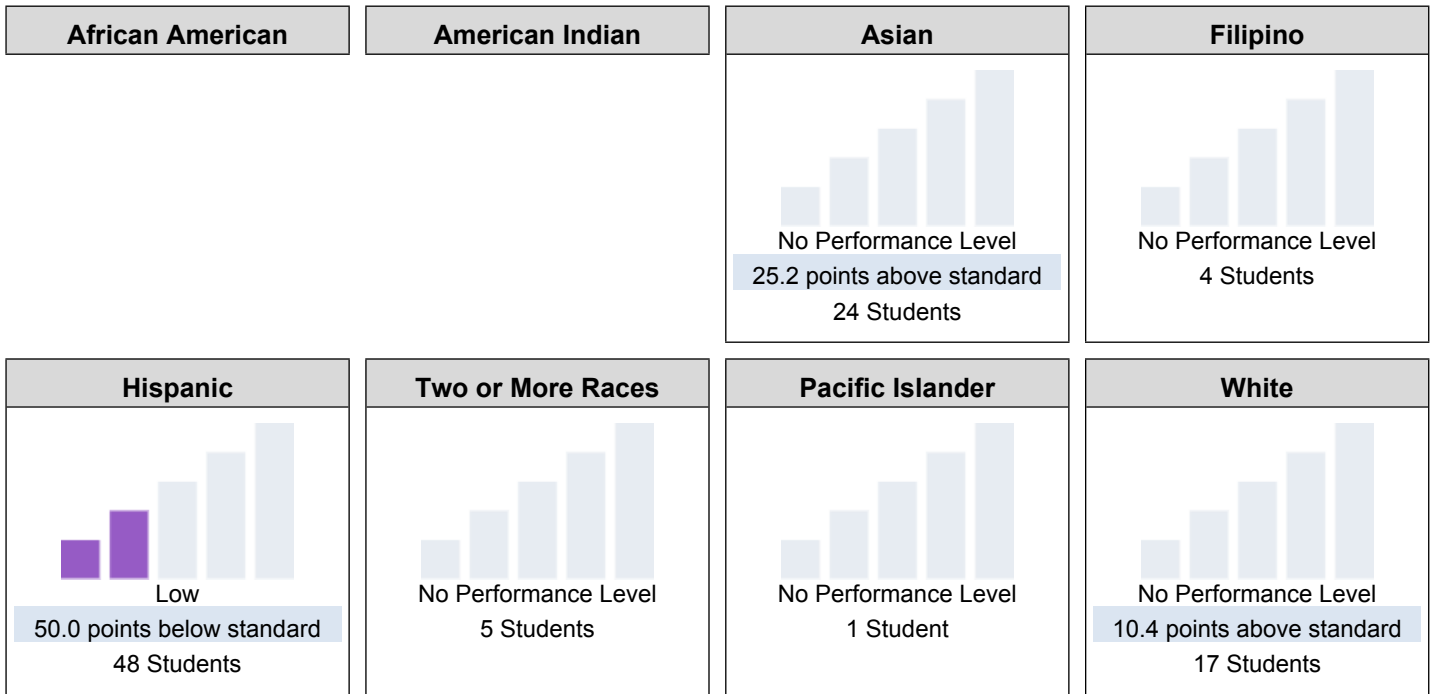
This section provides number of student groups in each level.



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
94.5 points below standard 26 Students	52.6 points above standard 19 Students	7.6 points above standard 45 Students

**Conclusions based on this data:**

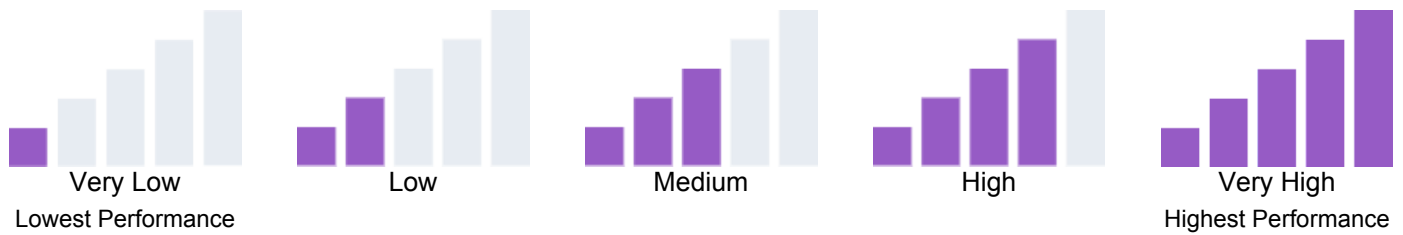
1. Socioeconomic disadvantaged students show the largest need of intervention.
2. Hispanic students also show a need of intervention.

# School and Student Performance Data

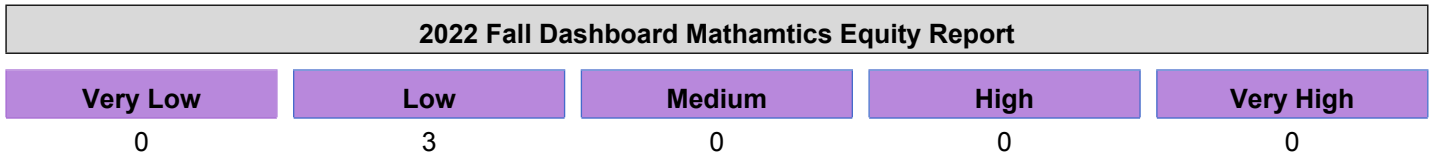
## Academic Performance Mathematics

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](#).

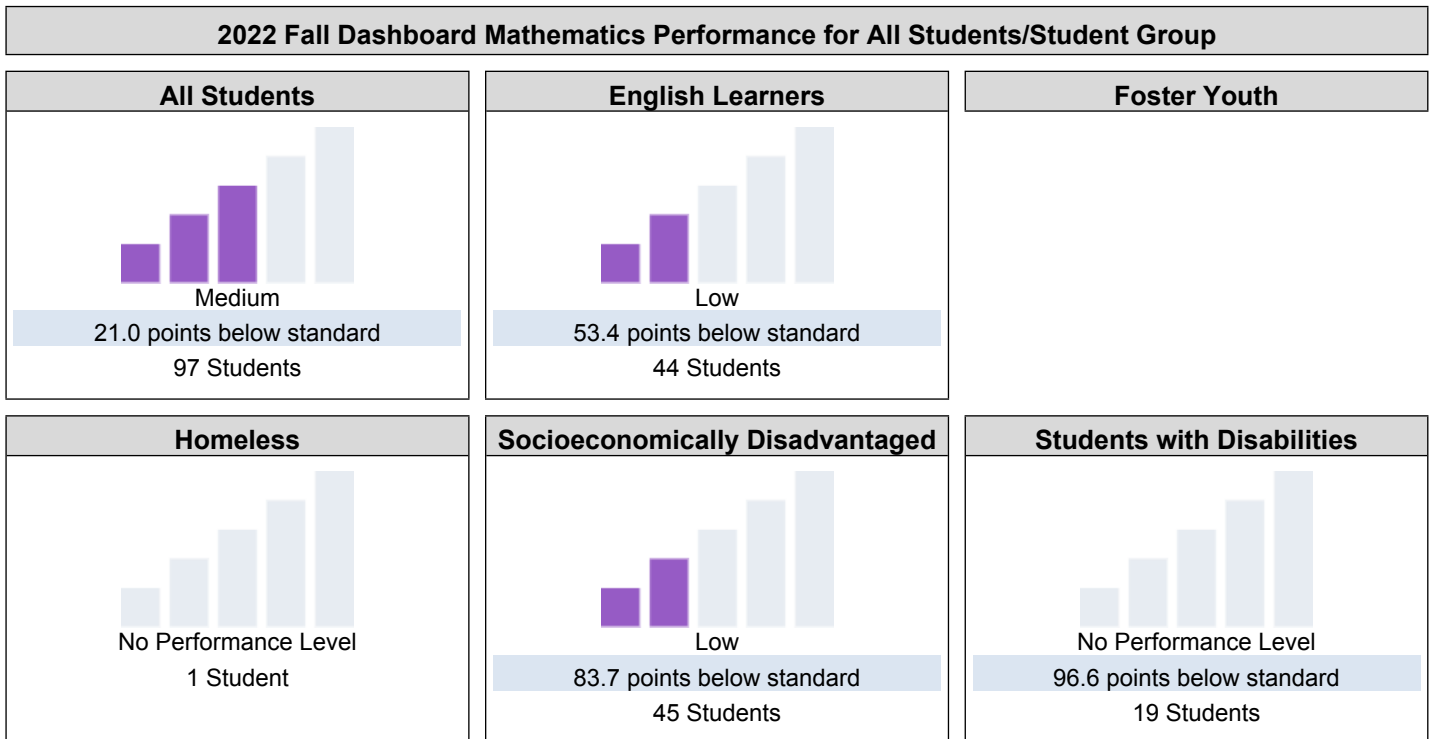
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



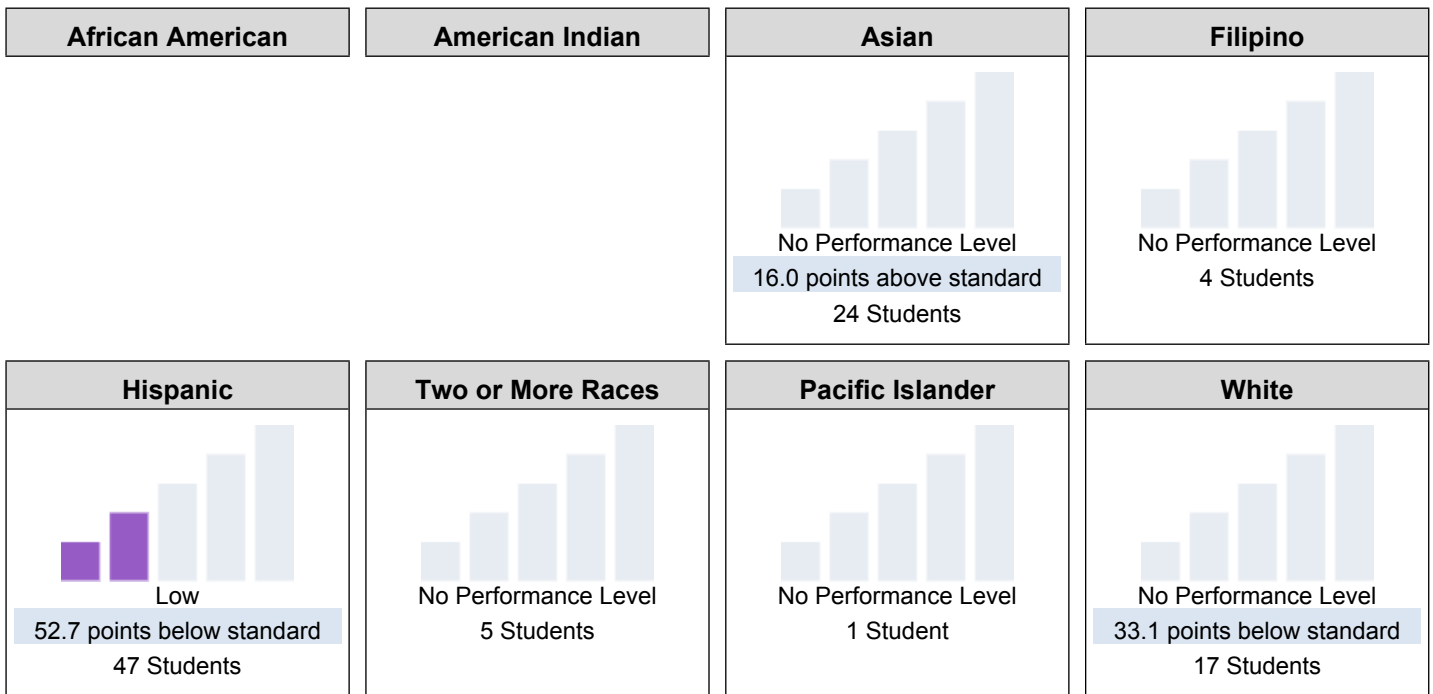
This section provides number of student groups in each level.



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>108.0 points below standard 26 Students</p>	<p>11.2 points above standard 19 Students</p>	<p>6.7 points below standard 45 Students</p>

**Conclusions based on this data:**

1. While there was an increase in performance, English Learners are significantly below standard.
2. Continued professional development is needed to assist our ELL across all subject areas.

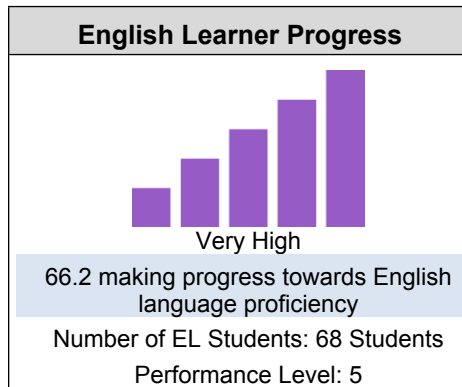
# School and Student Performance Data

## 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
5.9%	27.9%	1.5%	64.7%

#### Conclusions based on this data:

1. Additional targeted early intervention are needed to support our Level 2 and 3 students.



# 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:

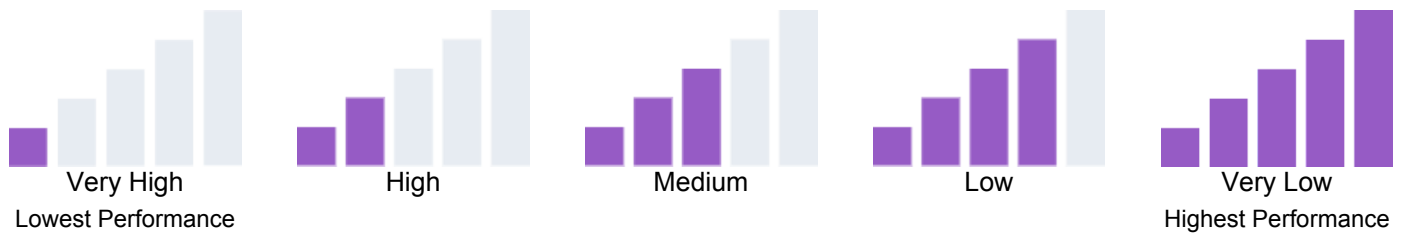
1. No data to evaluate.

# School and Student Performance Data

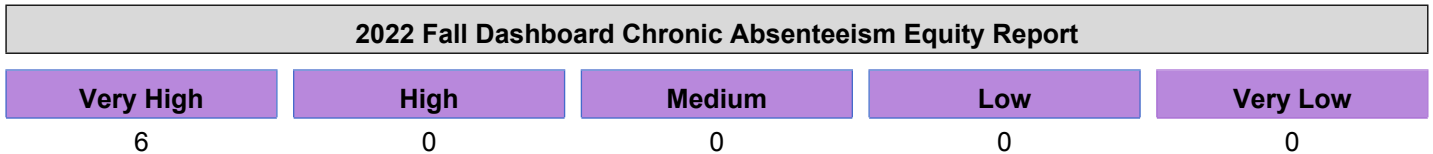
## Academic Engagement Chronic Absenteeism

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](#).

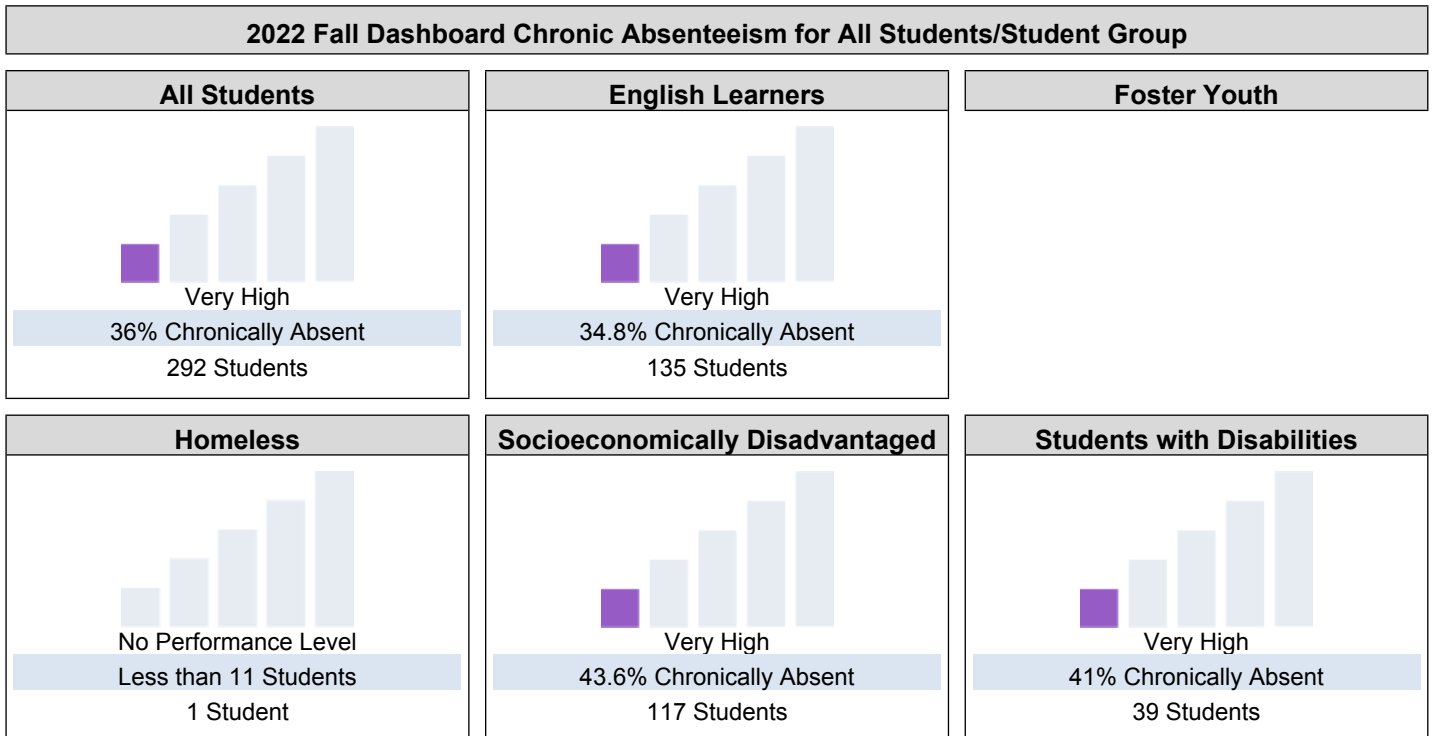
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



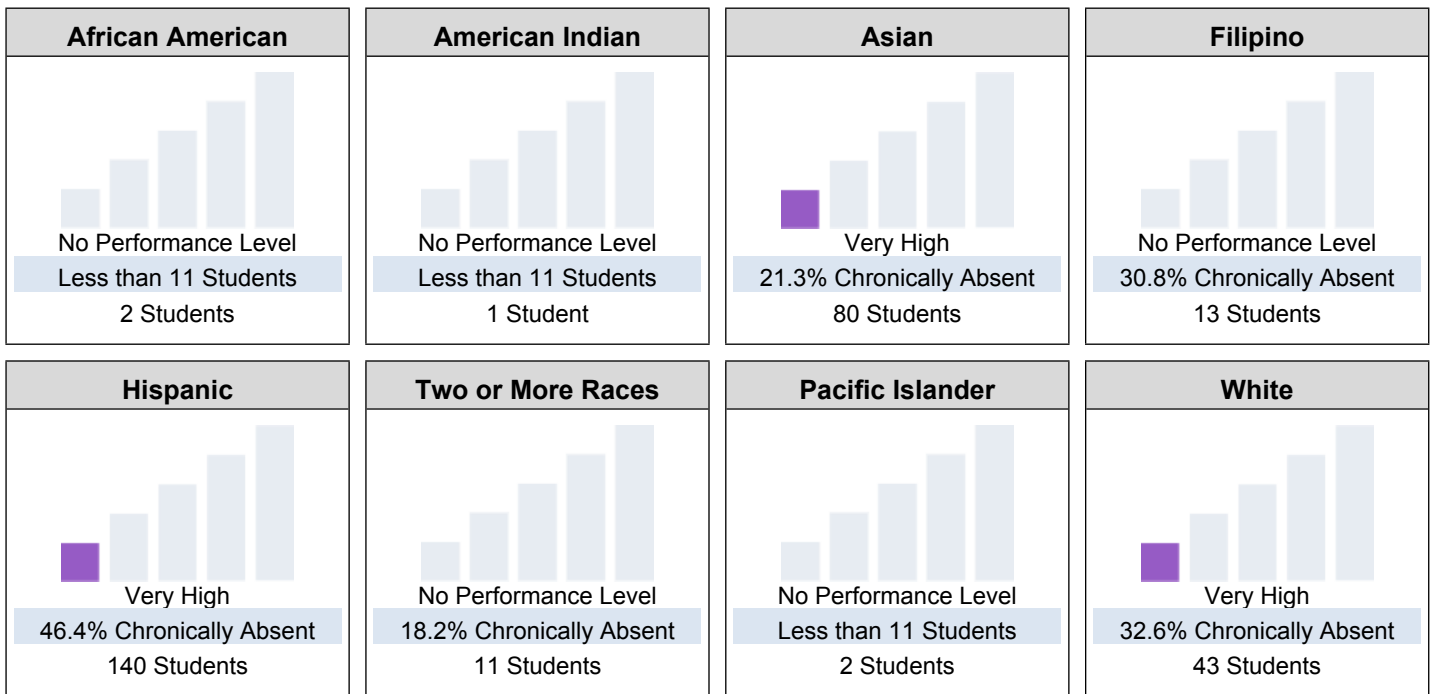
This section provides number of student groups in each level.



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. There was an increase in Chronic Absenteeism in all significant student groups.
2. Our Hispanic subgroup is an area of focus for intervention.
3. Students with Disabilities is an area of focus for intervention.

# School and Student Performance Data

## Academic Engagement Graduation 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](#).

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.

**2022 Fall Dashboard Graduation Rate Equity Report**

**Very Low**
**Low**
**Medium**
**High**
**Very High**

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

**2022 Fall Dashboard Graduation Rate for All Students/Student Group**

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

**Conclusions based on this data:**

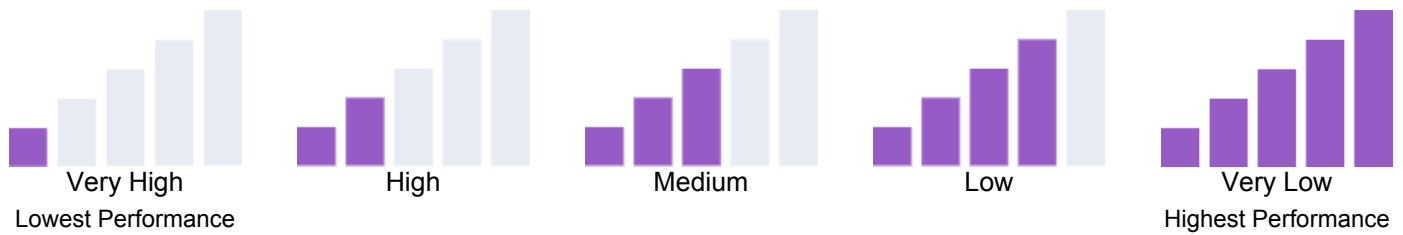
1. No data to evaluate.

# School and Student Performance Data

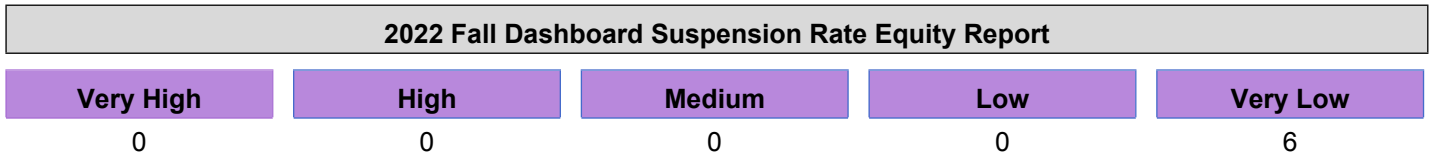
## Conditions & Climate Suspension Rate

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](#).

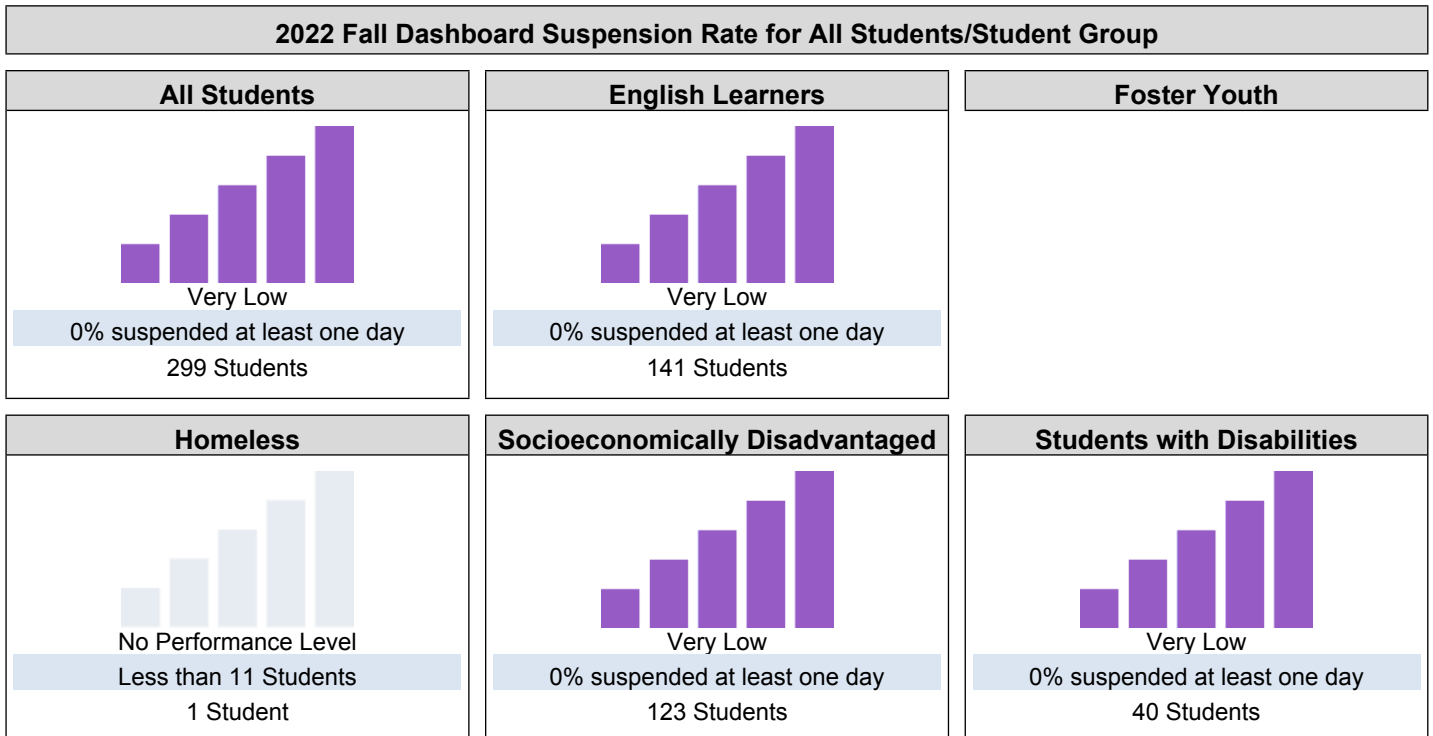
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



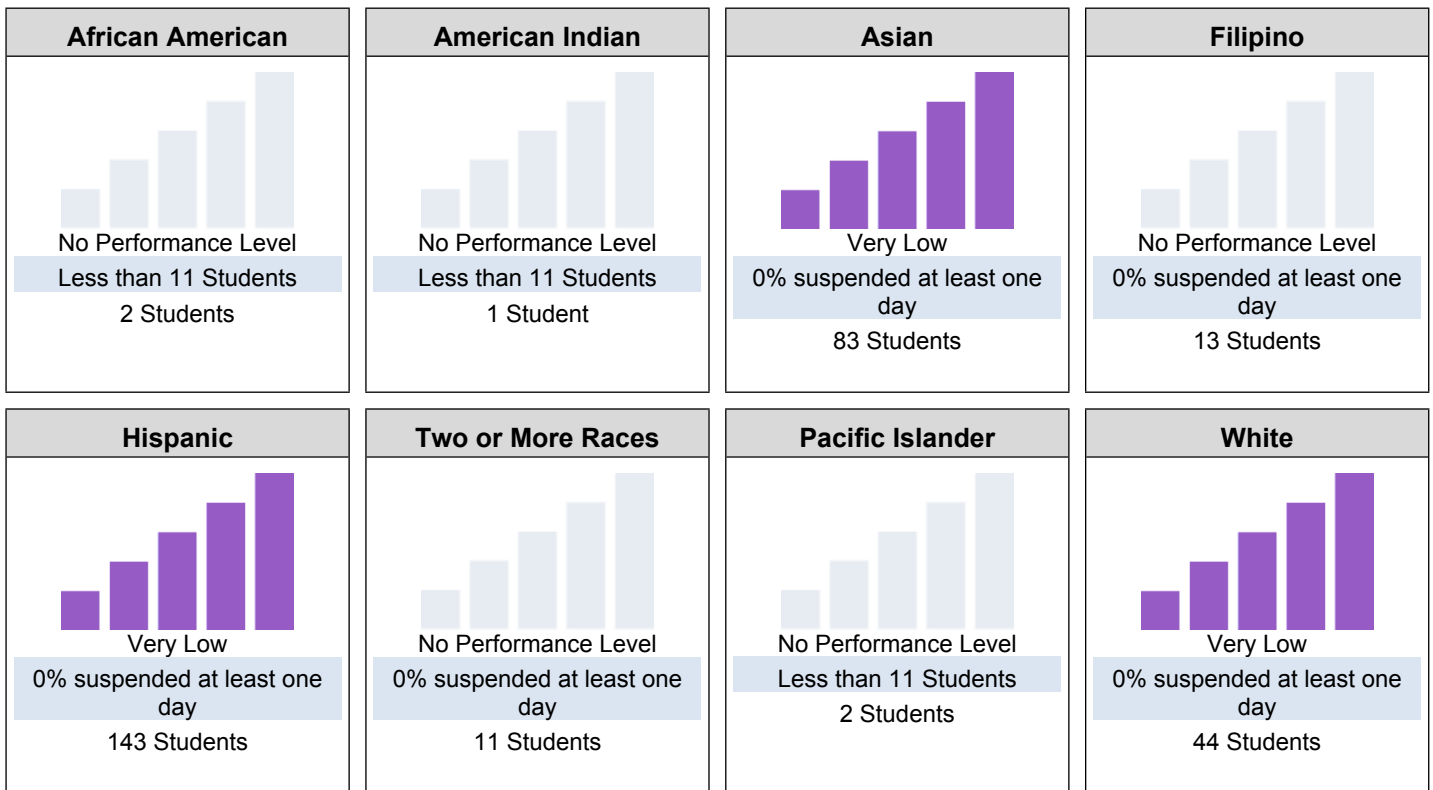
This section provides number of student groups in each level.



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. Overall there was a decline in suspensions.
2. The largest student group to be suspended are those with disabilities.

# 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/Mathematics

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

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

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 assessments CAASPP and iReady.

## Identified Need

Areas of need include:

Applying Mathematical Concepts and Procedures

Demonstrating Understanding of Literary and Non-Fictional Texts

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading	The median percent progress toward Typical Growth is 108%. 29% of students made their Stretch Goal. 52% of students are at or above Grade Level Standard.	34% of students will make their Stretch Goal. 57% of students will be at or above Grade Level.
iReady Math	The median percent progress toward Typical Growth is 93%. 19% of students made their Stretch Goal. 44% of students are at or above Grade Level Standard.	24% of students will make their Stretch Goal. 49% of students are at or above Grade Level Standard.

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**

Increase Amount Of Supplemental Curriculum Supports

**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

Targeted Allocation  
4000-4999: Books And Supplies  
Reference Materials (4210 00)

2000

Targeted Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures  
Licensing Agreement (5846 00)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Paraeducator Classroom 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)**

22,696

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
Other Classified Hourly (2915 03)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Staff Professional Development 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)
6,000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel and Conferences (5210 00)

**Strategy/Activity 4**

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

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

All Students

**Strategy/Activity**

Supplementary Programs/Technology

**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)
8,000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Licensing Agreements (5846 00)

# 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

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

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

An environment that promotes partnerships, a sense of belonging, learning and self-esteem.

## Identified Need

Lowering the chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates	65 Students Missing 10% or More Days	40 Students Missing 10% or More Days
SEL Survey	15 Students Rated As Needing SEL Instruction (Aperture Rating)	Decrease By 4 Students

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Intervention And Enrichment Classes

### 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)

5,000

Source(s)

Targeted Allocation  
1000-1999: Certificated Personnel Salaries  
Teacher Hourly (1113 00)

### Strategy/Activity 2

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

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

All Students

Strategy/Activity

Co-Curricular Programs And 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)

6,000

Source(s)

Targeted Allocation  
4000-4999: Books And Supplies  
Classroom Supplies (4310 00)

4,000

Targeted Allocation  
5700-5799: Transfers Of Direct Costs  
Contracted Services (5830 00)

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

Assemblies

#### 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)

5,000

Source(s)

Targeted Allocation  
5700-5799: Transfers Of Direct Costs  
Contracted Services (5830 00)

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

Student Incentives/Materials

**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)

10,000

Source(s)

Targeted Allocation  
4000-4999: Books And Supplies  
Student Incentive (4370 00)

Targeted Allocation  
4000-4999: Books And Supplies  
Classroom Supplies (4310 00)

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

SEL Resources (Aperture)

**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)

5,000

Source(s)

Targeted Allocation  
5000-5999: Services And Other Operating  
Expenditures  
5846 00 Licensing Agreement

# 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 Learner Achievement

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

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 learners will show growth on the ELPAC to meet or exceed state expectations (Level 1 to Level 2; Level 2 to Level 2H; Level 2H to Level 3H; Level 3H to Level 4).

## Identified Need

Area of need include:  
Increase Achievement in the Speaking and Writing Domains of the ELPAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data From 2022-2023 ELCAP	2023 Results TBA% Level 4 TBA% Level 3 TBA% Level 2 TBA% Level 1	TBD Based in 2023 Results
Reclassifications	TBD	TBD

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)

English Language Learners

### Strategy/Activity

Parent Involvement/Small Group Support (Para Educators/ELSAT 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)

10,000

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
2150 00 Site Supervision Hourly  
2915 03 Classified Hourly

# 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 4

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 5

#### 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.

	0000: Unrestricted
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# 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
------------------	-------------------------	------------------

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
------------------	-------------------------	------------------

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	\$91,696.00

## 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	\$91,696.00

Subtotal of state or local funds included for this school: \$91,696.00

Total of federal, state, and/or local funds for this school: \$91,696.00

# 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	\$72,459	-19,237.00

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	91,696.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	32,696.00
4000-4999: Books And Supplies	24,000.00
5000-5999: Services And Other Operating Expenditures	19,000.00
5700-5799: Transfers Of Direct Costs	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	5,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	32,696.00
4000-4999: Books And Supplies	Targeted Allocation	24,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	19,000.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	9,000.00

5800: Professional/Consulting  
Services And Operating Expenditures

Targeted Allocation

2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,696.00
Goal 2	35,000.00
Goal 3	10,000.00

# School Site Council Membership

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

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

Name of Members	Role
Edna See Pornel	Classroom Teacher
Susan Jezyk	Principal
Diane Handley	Other School Staff
Sophia Hall	Parent or Community Member
Missy Handley	Parent or Community Member
Keiko Avici	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 4/5/22.

Attested:



Principal, Susan Jezyk on 4/5/22



SSC Chairperson, Sophia Hall on 4/5/22