

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
Bracher Elementary School	43-69674-6048805	May 12, 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
- Targeted Support and Improvement
- Additional Targeted Support and Improvement
- Chronic Absenteeism: Students with Disabilities Subgroup

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.

Bracher Elementary school is a PLC school that works collaboratively to increase student success in reading and math. We are also a silver and gold award winning PBIS school with high standards for student behavior. We use state, district and site level assessments to monitor progress of all students. As a site we have unwrapped standards, created formative assessments and a school

wide continuum around reading standards 1 and 2. We have begun work around teaching real world problem solving practices to students. At our weekly PLC meetings, staff look at data and student progress, then create lessons and tasks to move students forward. During this process we determine interventions; then by using flexible groupings we regroup students across all grade levels to provide interventions and extensions. We began using these processes for reading 8 years ago and prior to the pandemic we saw large pay offs with increased scores on SBAC. We also had fewer students requiring intense interventions or special education referrals. The 2022 school year will provide new baseline data from which to work.

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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).

Students alternate each year between the California Healthy Kids Survey and other district administered surveys to measure social emotional and school safety and climate topics. Additionally, parents and staff are provided opportunities to provide feedback annually on the School Plan and the LCAP through staff, School Site Council, 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, instructional coaches, and other district personnel. Probationary teachers receive two formal observations and one evaluation summary each year. Permanent teachers receive one formal observation and one evaluation summary each year. Certificated staff receive one performance review annually on the anniversary of their hire. Teachers work in weekly PLC teams to discuss student work and pedagogy.

## 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. Grade level and cross grade level teams create assessments based on current standards and review during weekly PLC team meetings. Staff participate regularly in cycles of inquire around learning targets and other student performance data.

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

All students are assessed using multiple measures including state assessments, district benchmark assessments, as well as site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction. Staff participate regularly in cycles of inquiry around learning targets and other student performance data.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers meet the guidelines as highly qualified.

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

All 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 Common Core Standards. Building site funds are used to provide ongoing professional development on site or at conferences or workshops. Site funds are used to pay substitute costs to allow teachers to participate in trainings and to observe other classrooms.

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

All professional development is designed to support the implementation of the California Common Core 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, 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 weekly. During almost every Monday morning, teachers are given 45 minutes to collaborate during their contracted hours. This allows for teachers to have PLC collaboration time weekly. PLC work is done monthly during PD staff meetings. This work is lead by our Site Leadership Team (SLT). Teachers also receive time weekly during their contracted day to use for preparation. K-2 have 50 minutes a week and 3-5 have 100 minutes a week. This provides additional collaboration time for teachers.

## 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)

Students that are not yet meeting standard are offered a range of supports including; differentiated instruction, inclusion, intervention specialists, tutoring, and core support classes. Supports are based on individual student needs. As part of our PLC process, teachers review student data regularly to monitor progress and work as a team to provide additional supports. Students are provided intervention time based on standard and student need.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use educational practices to raise student achievement, including Reading/Writing Workshop, Reading Recovery, 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, data 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, mentoring programs, SOAR after school intervention, 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, plus our weekly interventions.

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

The Bracher School Site Counsel meets to review and update the SPSA throughout the school year. SSC meets at least 3 times a year and teachers collaborate weekly to look at student work to make decisions around ongoing needs. We also use State and local data to create goals around academic performance to identify if additional training, staff or supplemental materials are needed. We have site created tools and teams to track student behavioral needs. Teachers collect information using common assessments Input is gathered using staff and student survey plus during teacher collaboration at staff meetings or PLC time. Bracher has systems in place to support all students and this information is share with our SSC when making decisions and updating our SPSA. October: SSC reviews data and budgets and makes adjustments accordingly to program and staffing needs.

October - April: SSC and ELAC assesses school data and makes revisions if necessary. April: Based on data review and budget projections, 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	35	40	35
Grade 1	54	34	41
Grade 2	54	51	34
Grade3	45	45	48
Grade 4	64	43	46
Grade 5	55	63	46
<b>Total Enrollment</b>	<b>307</b>	<b>276</b>	<b>250</b>

### Conclusions based on this data:

1. Overall school enrollment continues a decreasing pattern.
2. The percentages of students in our different subgroups remain very stable.
3. Hispanic students represent our largest subgroup of students at 48% of our school population.

# 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	72	67	67	23.50%	26.4%	24.2%
Fluent English Proficient (FEP)	48	38	36	15.60%	13.8%	15.3%
Reclassified Fluent English Proficient (RFEP)	5			6.9%		

### Conclusions based on this data:

1. The percentage of students identified as EL remains relatively stable year over year.
2. Our FEP students numbers and percents remain relatively stable.
3. We saw a significant decline in the number of students reclassified in 20-21.

# 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	47	44		0	42		0	42		0.0	95.5	
Grade 4	61	44		0	44		0	44		0.0	100.0	
Grade 5	54	65		0	65		0	65		0.0	100.0	
All Grades	162	153		0	151		0	151		0.0	98.7	

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		2457.			40.48			26.19			9.52			23.81	
Grade 4		2434.			15.91			22.73			20.45			40.91	
Grade 5		2514.			29.23			21.54			29.23			20.00	
All Grades	N/A	N/A	N/A		28.48			23.18			21.19			27.15	

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		35.71			57.14			7.14		
Grade 4		18.18			59.09			22.73		
Grade 5		24.62			60.00			15.38		
All Grades		25.83			58.94			15.23		

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		33.33			50.00			16.67	
Grade 4		6.82			50.00			43.18	
Grade 5		29.23			53.85			16.92	
All Grades		23.84			51.66			24.50	

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		7.14			80.95			11.90	
Grade 4		11.36			65.91			22.73	
Grade 5		12.31			69.23			18.46	
All Grades		10.60			71.52			17.88	

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		19.05			66.67			14.29	
Grade 4		6.82			63.64			29.55	
Grade 5		23.08			53.85			23.08	
All Grades		17.22			60.26			22.52	

**Conclusions based on this data:**

1. Need for targeted EL support.
2. Need for targeted ELA intervention support.

# 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	47	44		0	42		0	42		0.0	95.5	
Grade 4	61	44		0	43		0	43		0.0	97.7	
Grade 5	54	65		0	64		0	64		0.0	98.5	
All Grades	162	153		0	149		0	149		0.0	97.4	

\* 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		2458.			35.71			23.81			19.05			21.43	
Grade 4		2434.			9.30			18.60			39.53			32.56	
Grade 5		2514.			29.69			9.38			26.56			34.38	
All Grades	N/A	N/A	N/A		25.50			16.11			28.19			30.20	

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		40.48			45.24			14.29	
Grade 4		16.28			51.16			32.56	
Grade 5		31.25			39.06			29.69	
All Grades		29.53			44.30			26.17	

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		38.10			47.62			14.29	
Grade 4		11.63			46.51			41.86	
Grade 5		25.00			46.88			28.13	
All Grades		24.83			46.98			28.19	

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		30.95			54.76			14.29	
Grade 4		16.28			41.86			41.86	
Grade 5		23.44			59.38			17.19	
All Grades		23.49			53.02			23.49	

**Conclusions based on this data:**

1. Math problem solving is an area of need across 3 - 5.
2. Communicating reasoning is an area of need across all grade levels.

# 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>	1406.0	*		1422.5	*		1367.0	*		11	6	
<b>1</b>	1457.2	*		1438.4	*		1475.7	*		14	10	
<b>2</b>	1493.5	1475.9		1472.2	1474.8		1514.5	1476.6		11	16	
<b>3</b>	1481.0	*		1480.7	*		1480.5	*		14	8	
<b>4</b>	1485.8	1518.0		1489.3	1520.2		1481.9	1515.6		14	12	
<b>5</b>	1510.4	1497.0		1507.1	1502.3		1513.3	1491.2		15	15	
<b>All Grades</b>										79	67	

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>	0.00	*		36.36	*		36.36	*		27.27	*		11	*	
<b>1</b>	14.29	*		28.57	*		35.71	*		21.43	*		14	*	
<b>2</b>	9.09	12.50		63.64	43.75		27.27	25.00		0.00	18.75		11	16	
<b>3</b>	14.29	*		21.43	*		50.00	*		14.29	*		14	*	
<b>4</b>	14.29	25.00		14.29	41.67		42.86	33.33		28.57	0.00		14	12	
<b>5</b>	20.00	20.00		13.33	13.33		46.67	53.33		20.00	13.33		15	15	
<b>All Grades</b>	12.66	14.93		27.85	34.33		40.51	38.81		18.99	11.94		79	67	

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>	0.00	*		45.45	*		45.45	*		9.09	*		11	*	
<b>1</b>	0.00	*		28.57	*		64.29	*		7.14	*		14	*	
<b>2</b>	18.18	31.25		45.45	25.00		27.27	25.00		9.09	18.75		11	16	
<b>3</b>	21.43	*		50.00	*		7.14	*		21.43	*		14	*	
<b>4</b>	21.43	41.67		50.00	50.00		14.29	8.33		14.29	0.00		14	12	
<b>5</b>	20.00	33.33		60.00	53.33		13.33	6.67		6.67	6.67		15	15	
<b>All Grades</b>	13.92	31.34		46.84	43.28		27.85	16.42		11.39	8.96		79	67	

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>	0.00	*		27.27	*		27.27	*		45.45	*		11	*	
<b>1</b>	21.43	*		28.57	*		28.57	*		21.43	*		14	*	
<b>2</b>	9.09	12.50		63.64	43.75		27.27	25.00		0.00	18.75		11	16	
<b>3</b>	14.29	*		7.14	*		50.00	*		28.57	*		14	*	
<b>4</b>	14.29	0.00		0.00	41.67		42.86	50.00		42.86	8.33		14	12	
<b>5</b>	26.67	6.67		0.00	20.00		33.33	33.33		40.00	40.00		15	15	
<b>All Grades</b>	15.19	7.46		18.99	31.34		35.44	35.82		30.38	25.37		79	67	

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>	9.09	*		81.82	*		9.09	*		11	*	
<b>1</b>	28.57	*		64.29	*		7.14	*		14	*	
<b>2</b>	18.18	37.50		72.73	43.75		9.09	18.75		11	16	
<b>3</b>	35.71	*		57.14	*		7.14	*		14	*	
<b>4</b>	28.57	66.67		64.29	33.33		7.14	0.00		14	12	
<b>5</b>	20.00	0.00		66.67	93.33		13.33	6.67		15	15	
<b>All Grades</b>	24.05	28.36		67.09	62.69		8.86	8.96		79	67	

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>	18.18	*		36.36	*		45.45	*		11	*	
<b>1</b>	0.00	*		78.57	*		21.43	*		14	*	
<b>2</b>	27.27	37.50		63.64	56.25		9.09	6.25		11	16	
<b>3</b>	28.57	*		50.00	*		21.43	*		14	*	
<b>4</b>	21.43	33.33		57.14	66.67		21.43	0.00		14	12	
<b>5</b>	40.00	46.67		53.33	46.67		6.67	6.67		15	15	
<b>All Grades</b>	22.78	37.31		56.96	55.22		20.25	7.46		79	67	



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>	0.00	*		63.64	*		36.36	*		11	*	
<b>1</b>	35.71	*		42.86	*		21.43	*		14	*	
<b>2</b>	45.45	25.00		45.45	56.25		9.09	18.75		11	16	
<b>3</b>	7.14	*		35.71	*		57.14	*		14	*	
<b>4</b>	14.29	0.00		28.57	75.00		57.14	25.00		14	12	
<b>5</b>	21.43	0.00		35.71	53.33		42.86	46.67		14	15	
<b>All Grades</b>	20.51	11.94		41.03	53.73		38.46	34.33		78	67	

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>	27.27	*		36.36	*		36.36	*		11	*	
<b>1</b>	28.57	*		50.00	*		21.43	*		14	*	
<b>2</b>	9.09	18.75		72.73	50.00		18.18	31.25		11	16	
<b>3</b>	14.29	*		71.43	*		14.29	*		14	*	
<b>4</b>	7.14	16.67		50.00	75.00		42.86	8.33		14	12	
<b>5</b>	13.33	20.00		60.00	46.67		26.67	33.33		15	15	
<b>All Grades</b>	16.46	19.40		56.96	58.21		26.58	22.39		79	67	

**Conclusions based on this data:**

1. Reading and writing are domains where more support is needed.

# 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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>276</b>	<b>31.9</b>	<b>26.4</b>	<b>0.4</b>
Total Number of Students enrolled in Bracher 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	26.4
Foster Youth	1	0.4
Homeless	5	1.8
Socioeconomically Disadvantaged	88	31.9
Students with Disabilities	54	19.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	4.0
American Indian		
Asian	54	19.6
Filipino	12	4.3
Hispanic	131	47.5
Two or More Races	20	7.2
Pacific Islander	4	1.4
White	42	15.2

**Conclusions based on this data:**

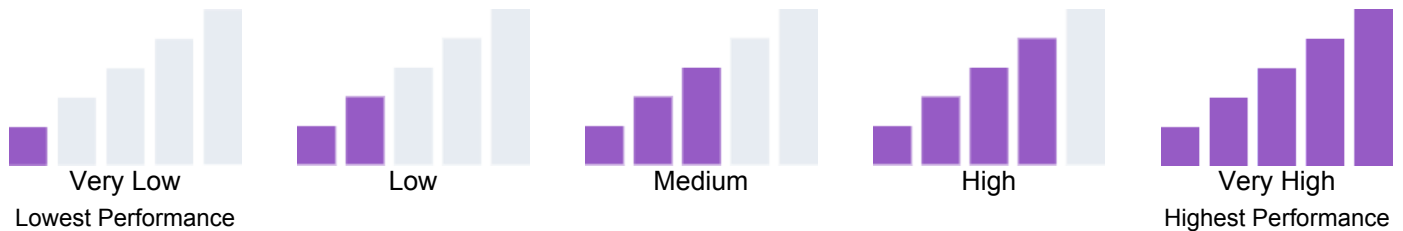
1. Socioeconomically disadvantaged is our largest subgroup.
2. Our largest ethnic subgroup is Hispanic students.
3. More than 19% of the students we serve are students with disabilities.

# School and Student Performance Data

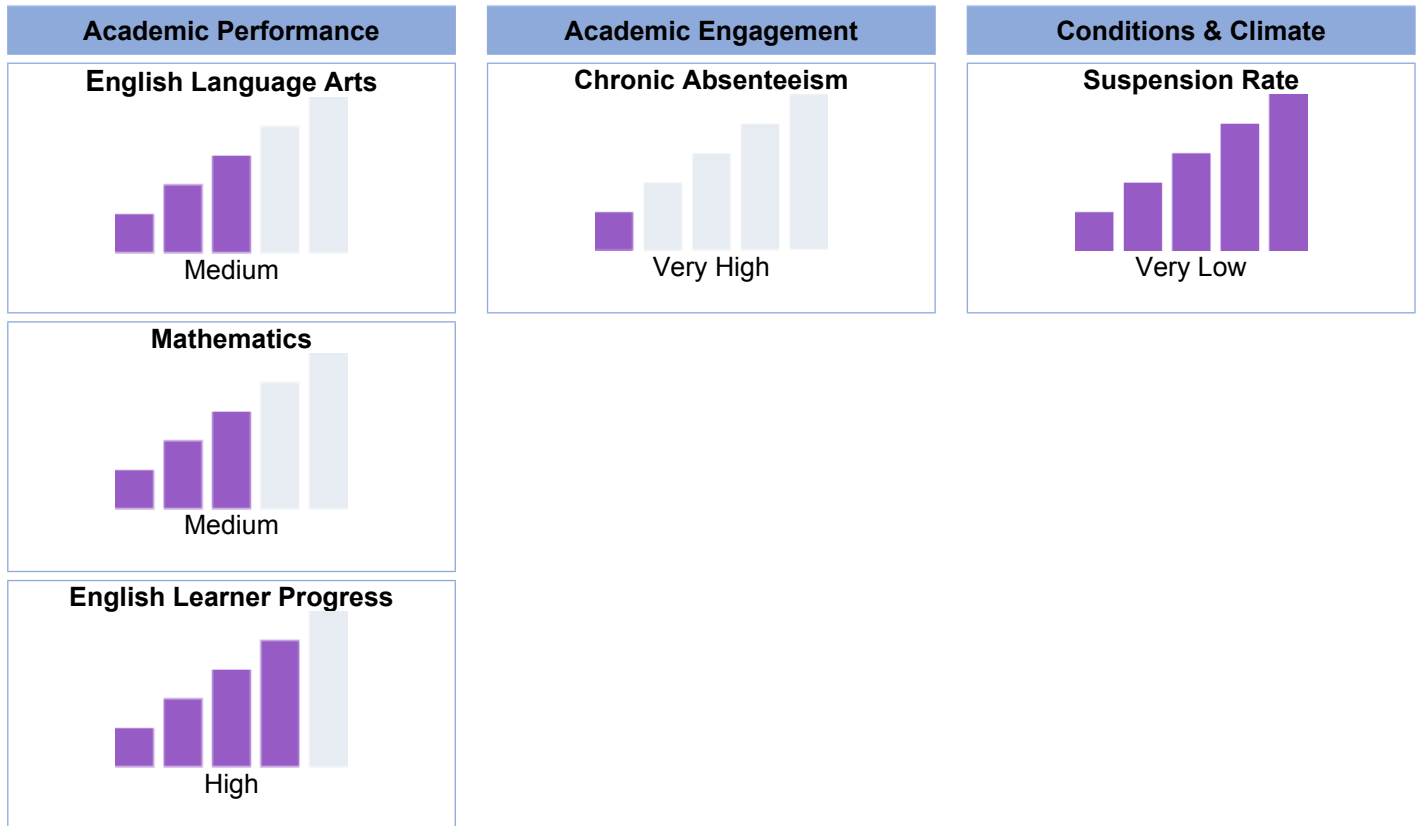
## Overall Performance

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. English Language Arts and Mathematics performance has declined.
3. Suspension rates have improved.



# School and Student Performance Data

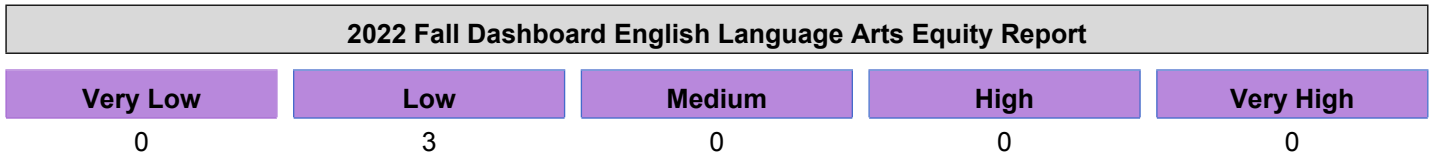
## Academic Performance English Language Arts

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](#).

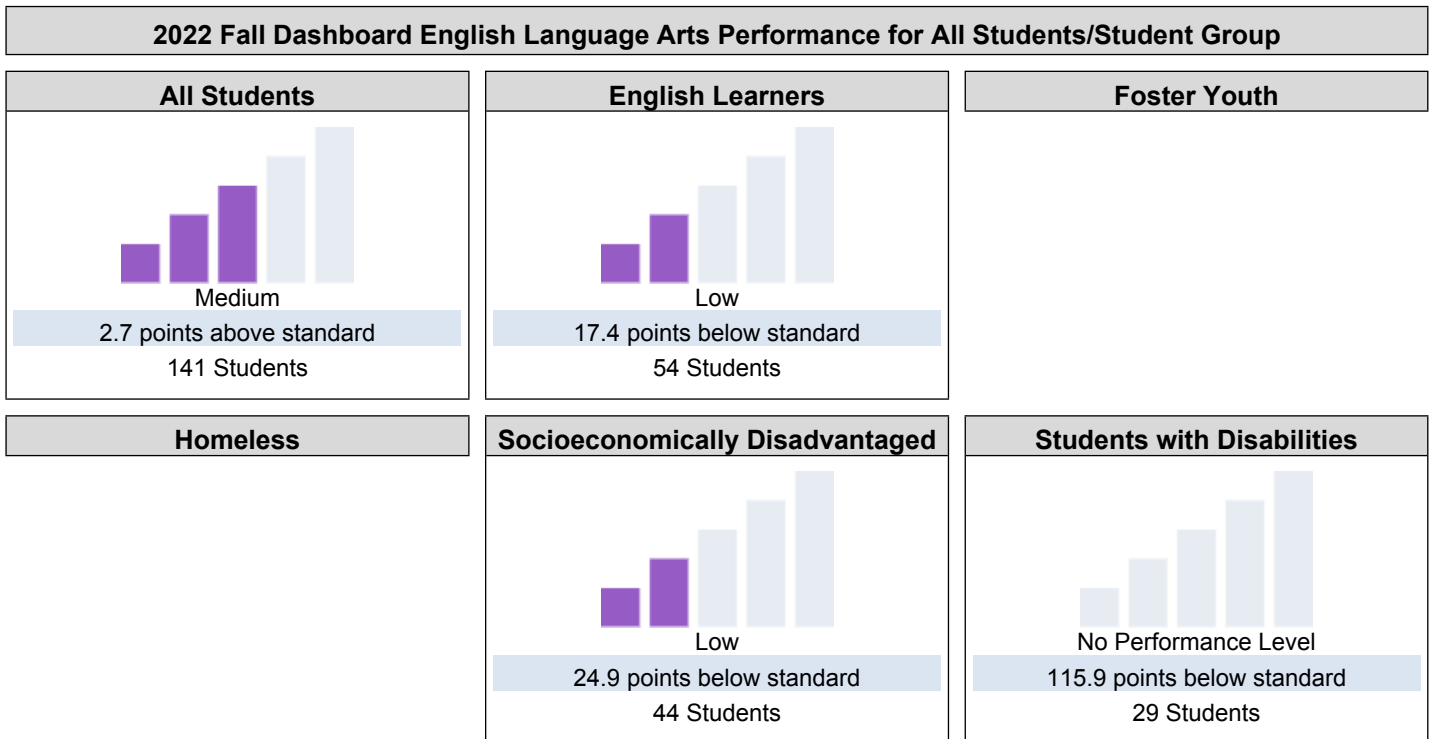
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



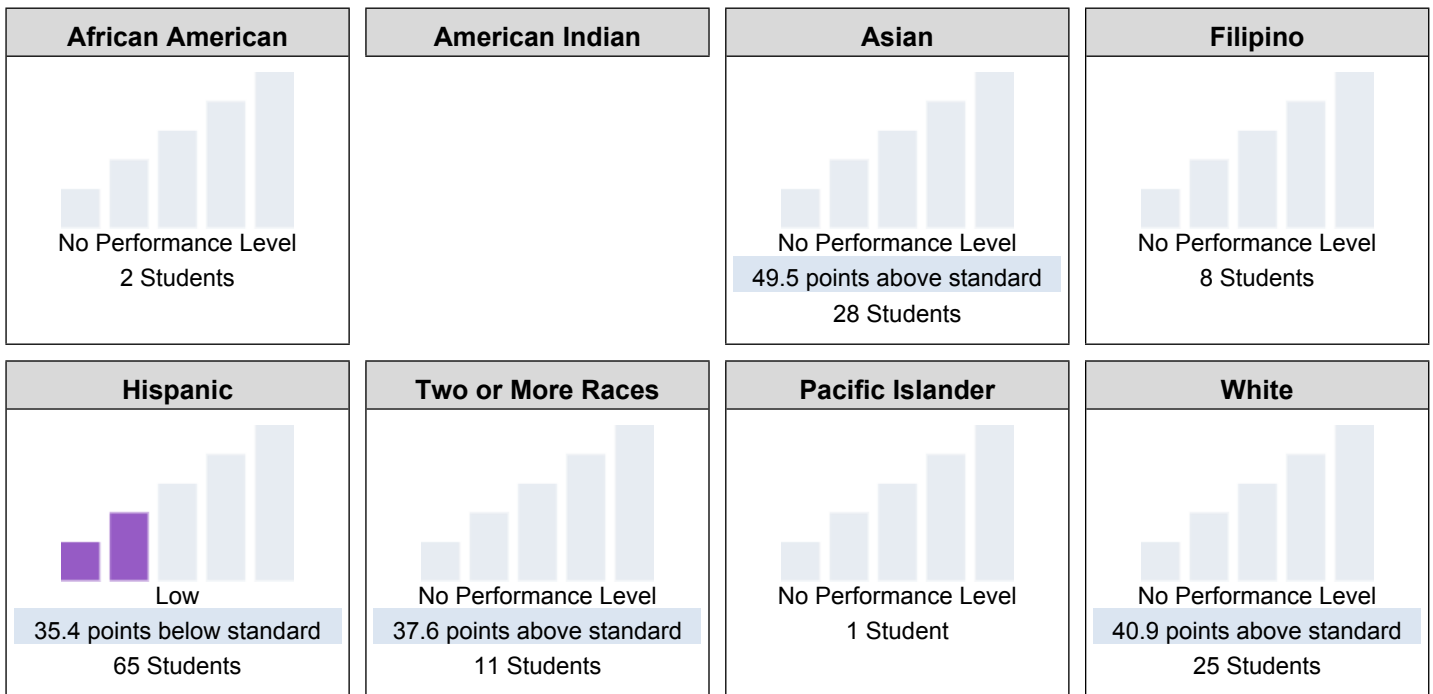
This section provides number of student groups in each level.



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
68.0 points below standard 27 Students	33.3 points above standard 27 Students	7.6 points above standard 79 Students

#### Conclusions based on this data:

1. Hispanic and Socioeconomic disadvantaged student populations show the greatest need for intervention.
2. Reclassified students continue to out perform all other student population groups.
3. Interventions and supports need to be provided to all student populations.

# School and Student Performance Data

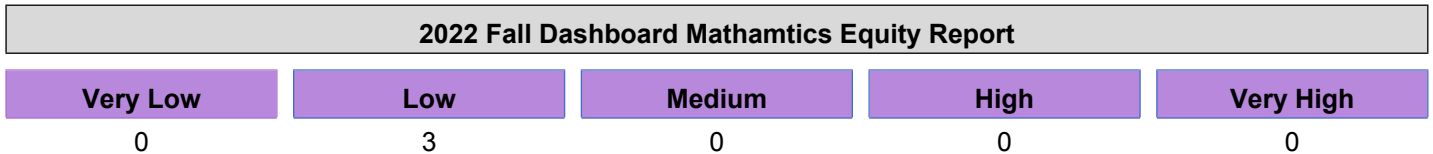
## Academic Performance Mathematics

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](#).

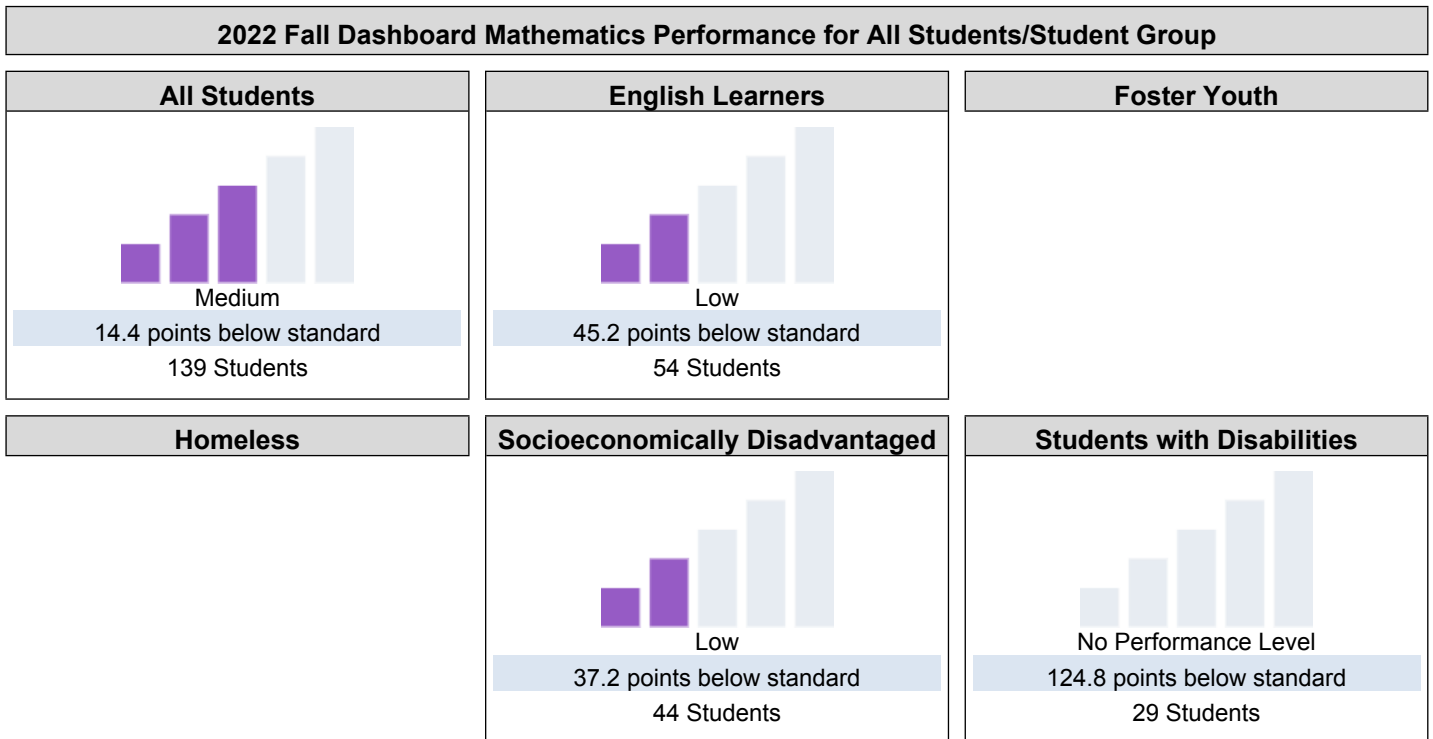
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

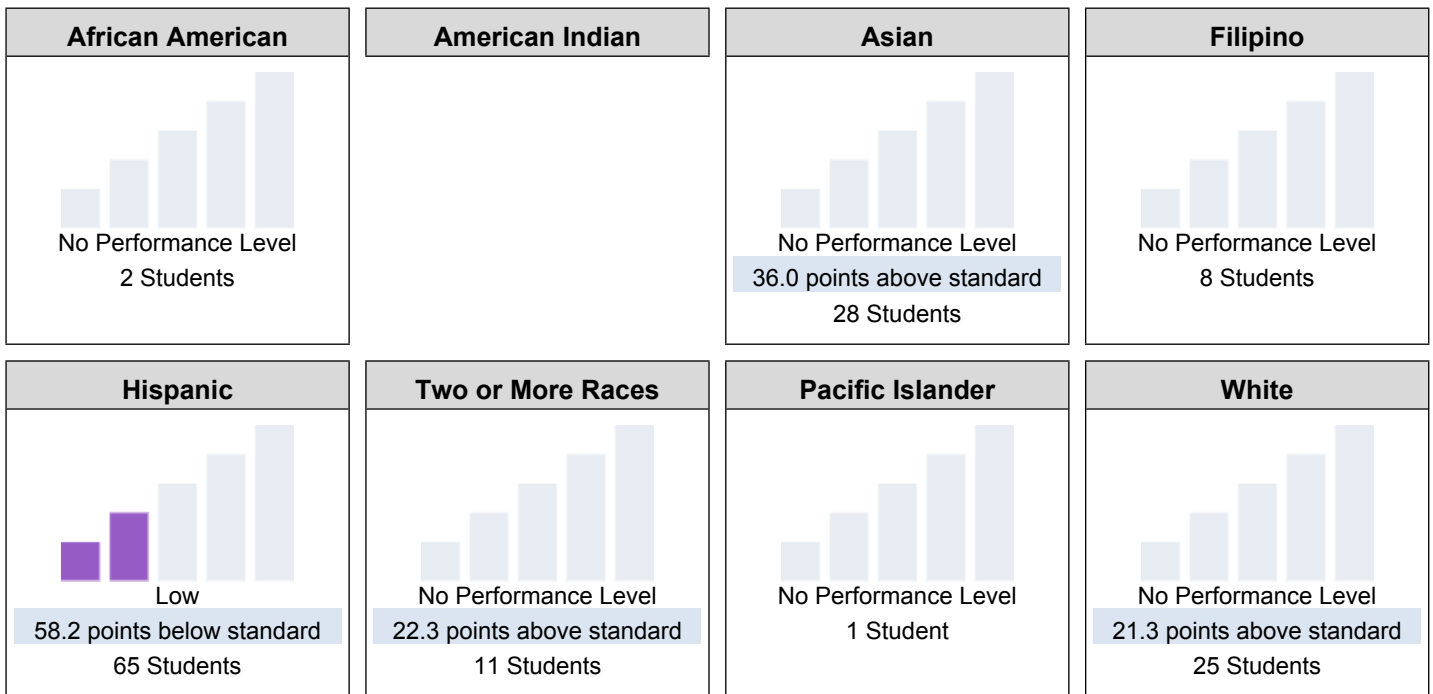


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 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>92.2 points below standard 27 Students</p>	<p>1.8 points above standard 27 Students</p>	<p>2.2 points below standard 77 Students</p>

**Conclusions based on this data:**

1. English Learners and Hispanic student populations show the greatest need for intervention and support.
2. Continued professional development is needed to support EL students in all subject areas.
3. Reclassified students were the only student population that increased Mathematics performance.

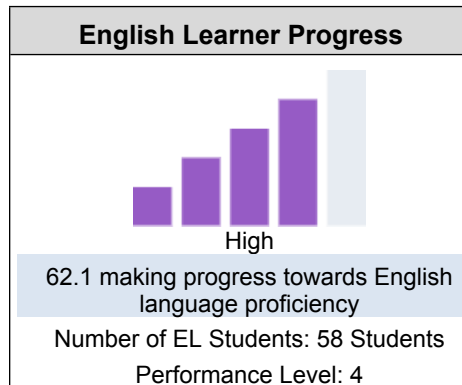
# School and Student Performance Data

## 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
17.2%	20.7%	0.0%	62.1%

#### Conclusions based on this data:

1. More than 60% of EL students improved at least one ELPI level.
3. Additional targeted early interventions are needed to support Level 1, 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:

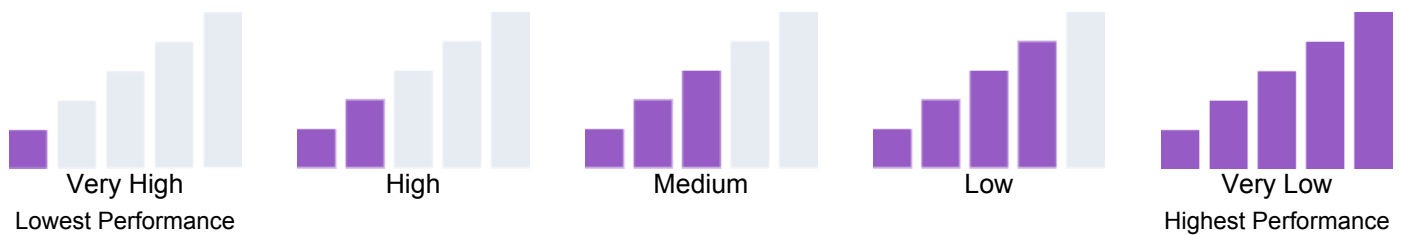
1. Does not apply to elementary schools at this time.

# School and Student Performance Data

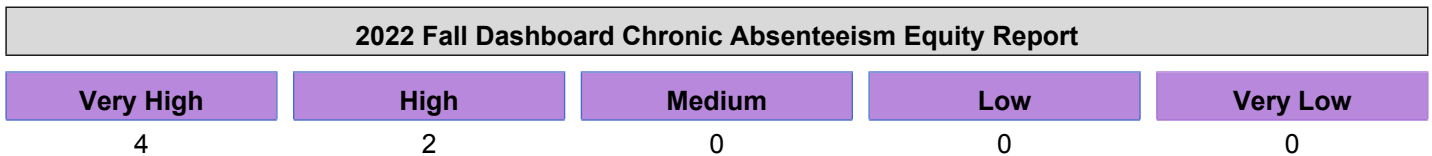
## Academic Engagement Chronic Absenteeism

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](#).

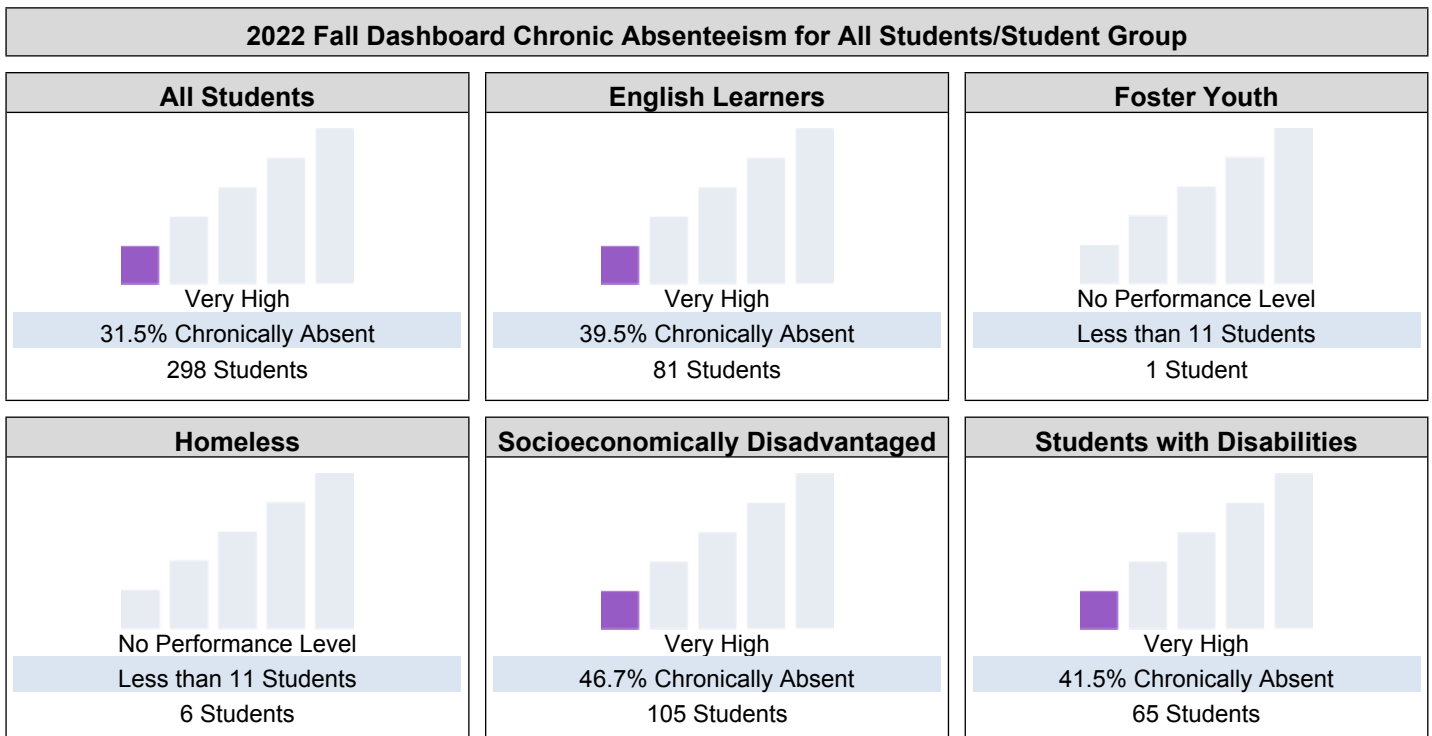
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



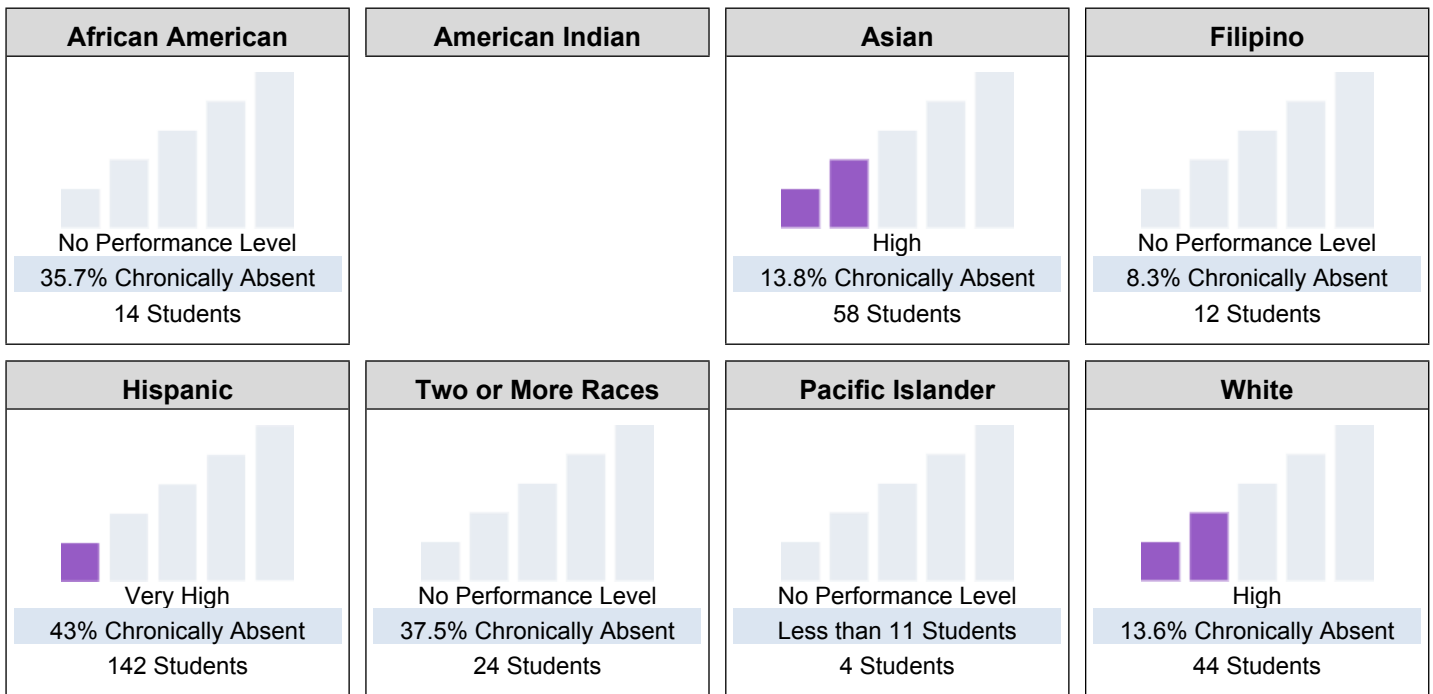
This section provides number of student groups in each level.



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**



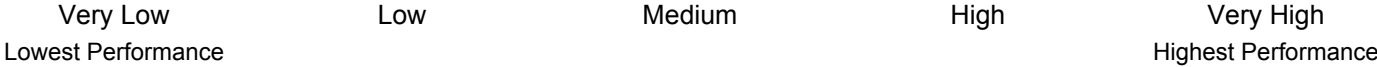
**Conclusions based on this data:**

1. Chronic Absenteeism increased for all student population groups.
2. Students with disabilities has our highest absentee rates and should be considered an area of focus for intervention.
3. Our Hispanic subgroup 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](#).



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:**

- Does not apply to Elementary Schools at this time.

# School and Student Performance Data

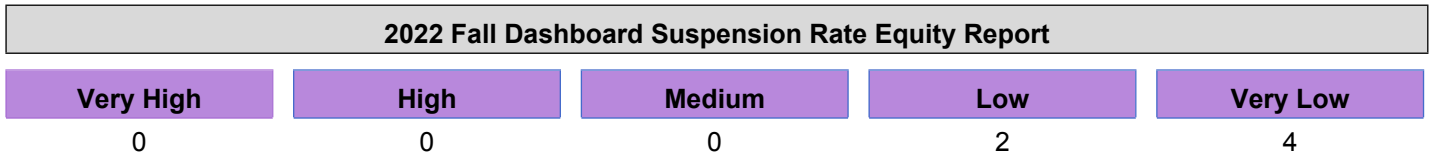
## Conditions & Climate Suspension Rate

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](#).

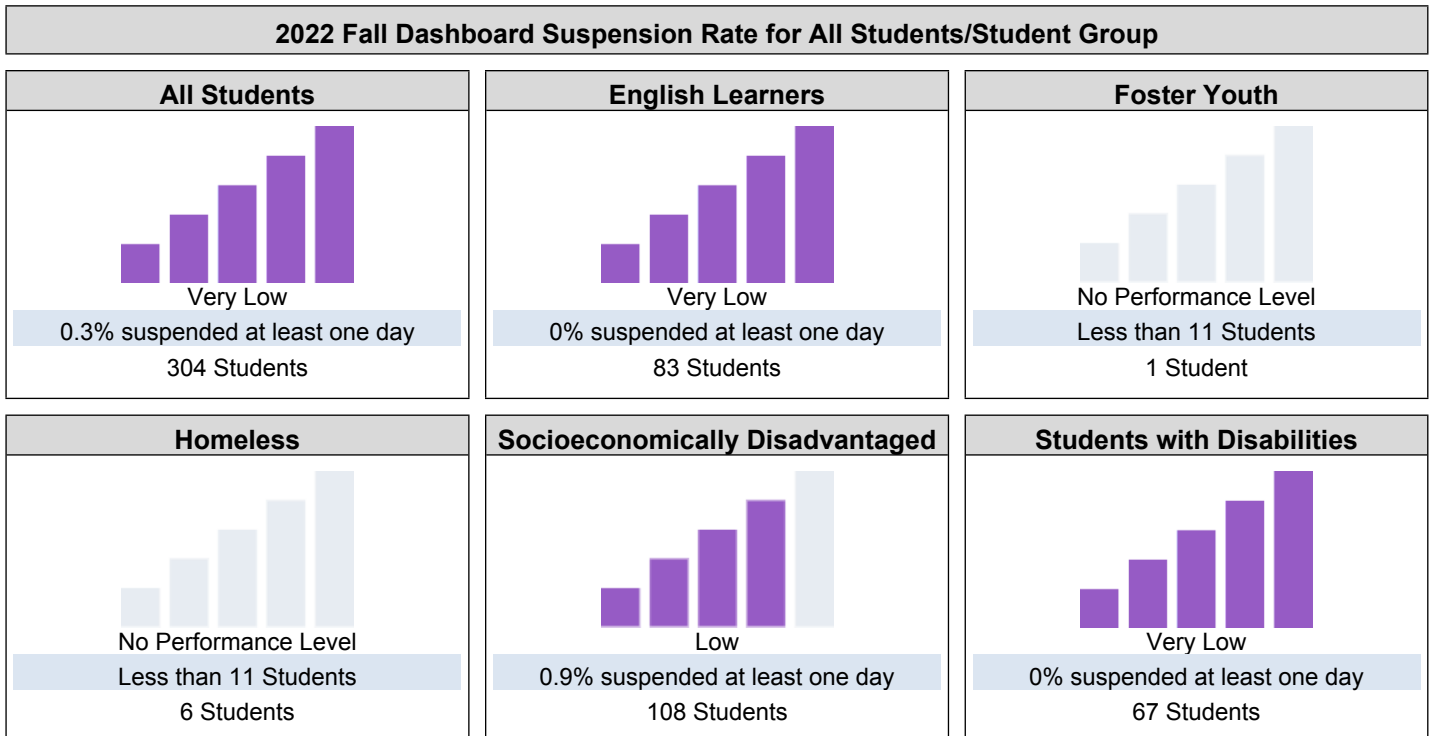
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



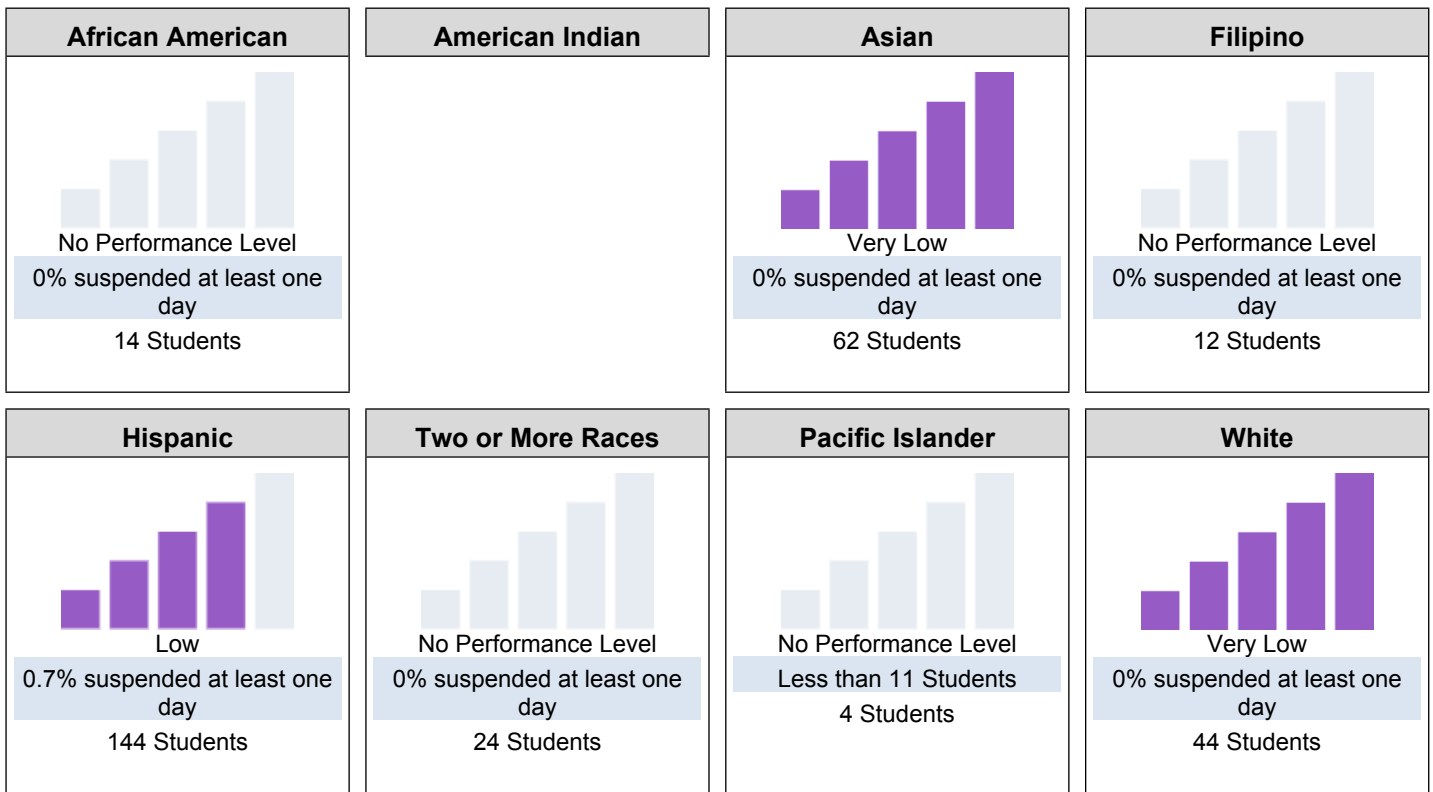
This section provides number of student groups in each level.



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. All student population groups are in blue or green.
2. Suspensions for all student populations decreased.



# 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

Core Content Areas: English-Language Arts, Mathematics, Science

## 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.

District Priorities:

1. Use data to improve adult practice and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high performing systems and teams.

2023-2024 Focus Areas:

1. Integrated & Designated English Language Development (classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS/PBIS (school)

## 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 state assessments CAASPP/ELA grades 3-5, CAASPP/Math grades 3-5, i-Ready ELA grades K-5, i-Ready Math grades K-5, and Fountas & Pinnell grades K-5.

## Identified Need

ELA assessment results show a need for students overall to increase their level of proficiency. Mathematics assessment results show a need for students overall to increase their level of proficiency.

English Learner assessment results show a need for EL students overall to increase their level of English proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas & Pinnell Reading Benchmarks	51% Overall are meeting/exceeding standard 20% English Learners are meeting/exceeding standard 37% Hispanic are meeting/exceeding standard 14% Students with disabilities are meeting/exceeding standard	60% Overall are meeting/exceeding standard 30% English Learners are meeting/exceeding standard 45% Hispanic are meeting/exceeding standard 20% Students with disabilities are meeting/exceeding standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	37% Low-income are meeting/exceeding standard	45% Low-income are meeting/exceeding standard
CAASPP ELA 2021-2022	52% Overall are meeting/exceeding standard 21% English Learners are meeting/exceeding standard 31% Hispanic are meeting/exceeding standard 4% Students with disabilities are meeting/exceeding standard 39% Low-income are meeting/exceeding standard	60% Overall are meeting/exceeding standard 30% English Learners are meeting/exceeding standard 40% Hispanic are meeting/exceeding standard 10% Students with disabilities are meeting/exceeding standard 45% Low-income are meeting/exceeding standard
CAASPP Mathematics 2021-2022	42% Overall are meeting/exceeding standard 12% English Learners are meeting/exceeding standard 15% Hispanic are meeting/exceeding standard 8% Students with disabilities are meeting/exceeding standard 27% Low-income are meeting/exceeding standard	50% Overall are meeting/exceeding standard 18% English Learners are meeting/exceeding standard 20% Hispanic are meeting/exceeding standard 12% Students with disabilities are meeting/exceeding standard 35% Low-income are meeting/exceeding standard
i-Ready ELA	54% Overall are meeting/exceeding standard 19% English Learners are meeting/exceeding standard 43% Hispanic are meeting/exceeding standard 18% Students with disabilities are meeting/exceeding standard 42% Low-income are meeting/exceeding standard	60% Overall are meeting/exceeding standard 25% English Learners are meeting/exceeding standard 50% Hispanic are meeting/exceeding standard 25% Students with disabilities are meeting/exceeding standard 50% Low-income are meeting/exceeding standard
i-Ready Mathematics	41% Overall are meeting/exceeding standard 22% English Learners are meeting/exceeding standard 28% Hispanic are meeting/exceeding standard 16% Students with disabilities are meeting/exceeding standard	50% Overall are meeting/exceeding standard 30% English Learners are meeting/exceeding standard 35% Hispanic are meeting/exceeding standard 20% Students with disabilities are meeting/exceeding standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	29% Low-income are meeting/exceeding standard	35% Low-income are meeting/exceeding standard
ELPAC	Level of English Proficiency 12% Level 1 - minimally developed 37% Level 2 - somewhat developed 35% Level 3 - moderately developed 15% Level 4 - well developed	Level of English Proficiency 10% Level 1 - minimally developed 40% Level 2 - somewhat developed 30% Level 3 - moderately developed 20% Level 4 - well developed

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

Materials that support all academic content areas will be provided to support student learning, growth and intervention.

#### 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)

2180

#### Source(s)

Targeted Allocation  
 4000-4999: Books And Supplies  
 Items listed but not limited:  
 Tools and materials to support all content areas  
 Materials to support small group, Orton-Gillingham & Sonday instructional and intervention practices  
 Special Education assessment materials  
 Supplemental math tools and materials

### 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

Software and other licenses will be provided to support student learning, growth and intervention.

**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  
5000-5999: Services And Other Operating Expenditures  
Items listed but not limited:  
ST Math Licenses  
Smartboard Licenses  
Reading A-Z  
Frontrow  
Footsteps to Brilliance

**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

Instructional coaching and support/TOSA

**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)

32,000

Source(s)

Targeted Allocation  
1000-1999: Certificated Personnel Salaries  
TOSA Instructional Coach

**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

Intervention/Enrichment Teacher(s)/STLA/Para Educators to support student growth and intervention.

**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)
15500	Targeted Allocation 2000-2999: Classified Personnel Salaries Other Classified Hourly (2915 03)

**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

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)
4000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Professional Development/Conference
1000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes for Release Time
5000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development

**Strategy/Activity 6**

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

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

All Students.

Strategy/Activity

Content standards aligned field trips.

**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)

# 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 Learners

## 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.

District Priorities:

1. Use data to improve adult practice and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high performing systems and teams.

2023-2024 Focus Areas:

1. Integrated & Designated English Language Development (classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS/PBIS (school)

## Goal 2

All English Learners will show measured growth on ELPAC assessment.

## Identified Need

ELPAC assessment results indicate a need for EL students overall to increase their level of English proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level of English Proficiency 12% Level 1 - minimally developed 37% Level 2 - somewhat developed 35% Level 3 - moderately developed 15% Level 4 - well developed	Level of English Proficiency 10% Level 1 - minimally developed 40% Level 2 - somewhat developed 30% Level 3 - moderately developed 20% Level 4 - well developed

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 Learners

### Strategy/Activity

Translation and interpretation will be provided as needed for non-English speaking members of our community to support their participation in their child's education.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
Translation and interpretation services



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Chronic Absenteeism

## 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.

District Priorities:

1. Use data to improve adult practice and student outcomes.
2. Focus on students furthest from opportunity first to close gaps.
3. Create high performing systems and teams.

2023-2024 Focus Areas:

1. Integrated & Designated English Language Development (classroom)
2. Collaborative Data Inquiry Cycles (Team)
3. MTSS/PBIS (school)

## Goal 3

Improve rates of chronic absenteeism for all student populations.

## Identified Need

All reportable student populations groups are very high for chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School and Student Performance Data Dashboard	Chronic Absenteeism 31.5% overall chronically absent 39.5% EL population chronically absent 43% Hispanic population chronically absent 41% Students with Disabilities chronically absent 46% Low Income population chronically absent	Improvement of chronic absenteeism for all student populations

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, with an emphasis on Students with Disabilities

**Strategy/Activity**

School-wide assemblies and student incentives and rewards.

**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  
4000-4999: Books And Supplies  
Student Incentives and Rewards (4370)

# 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	\$62,480.00

## 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	\$62,480.00

Subtotal of state or local funds included for this school: \$62,480.00

Total of federal, state, and/or local funds for this school: \$62,480.00

# 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	67796	5,316.00

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	62,480.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,000.00
2000-2999: Classified Personnel Salaries	15,800.00
4000-4999: Books And Supplies	3,180.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	33,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	15,800.00
4000-4999: Books And Supplies	Targeted Allocation	3,180.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	5,000.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,180.00
Goal 2	300.00
Goal 3	1,000.00

# 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
Daniela Jaume	Parent or Community Member
Billy Martin	Principal
Stacey Adams	Classroom Teacher
Vianney Rodriguez	Parent or Community Member
Mandy Limon	Parent or Community Member
David Gish	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**

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 05/05/2021.

Attested:



Principal, Billy Martin on 05/11/2023



SSC Chairperson, Daniela Jaume on 5-11-23