The Single Plan for Student Achievement

School: William Brooks Elementary School

CDS Code: 09618386005474

District: Buckeye Union Elementary School District

Principal: Jonathan Lee

Revision Date: October 24, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on Buckeye Union School District.

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School Vision and Mission

William Brooks Elementary School's Vision and Mission Statements

The vision of William Brooks Elementary School is for every person in our learning community to feel safe, cared for and respected. We promote, model, and create lifelong learners who will become successful, productive, and contributing citizens. We want a school environment where respect for racial, language, physical, and ethnic differences is commonplace and that everyone's manner and actions support that respect. We want all students, staff, parents, and community members to see that their input and talents are valued contributions to our school success.

The mission at William Brooks Elementary School is to insure that students, staff, parents, and the community are committed to learning. We all work together to develop each student's full intellectual, emotional, and physical potential to optimize learning in our school community.

We believe that…

- Learning is a life long journey.
- All students can learn.
- A sense of family and community is a fundamental force in the development of an individual.
- Children and adults need to be treated with respect.
- All people have the right to a safe environment.
- Each individual is responsible for his/her own choices.
- Learning is risk-taking and involves mistakes. Mistakes are not failures but are learning experiences.
- Honesty, respect, and kindness build bridges among people.
- High expectations promote greater achievement and growth.
- Communication in every aspect of education is essential and ongoing.

The vision and mission statements were developed through the collaboration of staff, site council parents, and community through meetings and activities.

Our vision and mission is supported by our beliefs. Partnerships with students, staff, parents, and community provide all our students with a safe and nurturing environment. We want to deliver high quality learning experiences which address students' intellectual, emotional, physical, and psychological needs. We believe that students' success can only be achieved by "caring" about the whole child, especially their well being. It is important to all of us at William Brooks Elementary School that we model and provide programs that encourage and teach respect for others, self control, responsibility, accountability, and effective communication and conflict resolution that facilitate lifelong learning and skills. This vision drives our educational program for all students and stakeholders at William Brooks Elementary School.

School Profile

William Brooks School was the second elementary school built in the Buckeye Union School District. Brooks opened its doors in 1964 with approximately 100 students. Currently, William Brooks School is one of five elementary schools in the Buckeye Union School District and has an enrollment of approximately 504 students. The entire teaching staff is fully credentialed and includes a principal, 24 classroom teachers teaching 18 General Education classrooms, three Resource/Special Day teachers, two Physical Education specialists one .8 library associate, one .2 Instrumental Music Teacher, one .5 School Counselor, one .8 School Psychologist, and one part time county Speech Therapist. In addition, Brooks has 23 classified staff, 6 of these being part time instructional assistants. Instruction is delivered in 180 days on a single track schedule.

Brooks School has 25 classrooms connected to the Internet, a multi-purpose room, a fully automated library, an administrative office, a 35-station computer lab, Chromebook carts (each with 35 computers) in all 3rd through 5th grade classrooms, 6-8 Chromebooks to be used in stations in all the K-2 grade classrooms, and an outdoor nature/garden lab. Brooks also houses a county pre-school and a day care program that shares our playground before, after, and during school.

William Brooks provides the following programs and services: Gifted and Talented Education (GATE), Special Education services (RSP) & (SDC), English Language Learners (EL). Our students are provided part time services by a psychologist, a nurse, a health clerk, a speech therapist, a physical education specialist, an elementary counselor, and an instrumental music teacher. A library-

media center and computer lab enrich and enhance the regular instructional program. We also offer exciting school-wide programs that include an Art Docent Program, Meet the Masters, a Garden Program, Cross Country Team, After School Running Club, Minecraft Club, Student Leadership, Student Choir, After School Theater and a Talent and Art Show.

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).

An annual survey of parents was conducted in May 2017. The results of the survey indicate the following:

This section is summary of results across BUSD

- 84% of our families feel that their child is safe and secure from harassment.
- 87% of our families feel that the school is free of racial, cultural, or religious bias.
- 95% of our families feel the school is clean and well maintained.
- 91% of our families feel the educational program meets their child's needs at it pertains to reading.
- 90% of our families feel the educational program meets their child's needs at it pertains to writing.
- 89% of our families feel the educational program meets their child's needs at it pertains to math.
- 89% of our families feel the educational program meets their child's needs at it pertains to science.
- 89% of our families feel the educational program meets their child's needs at it pertains to social studies.
- 87% of our families feel the educational program meets their child's needs at it pertains to physical education.
- 65% of our families feel the educational program meets their child's needs at it pertains to visual and performing arts.
- 86% of our families feel the educational program meets their child's needs at it pertains to technology.

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on the evaluation cycle as outlined in the BUSD teacher contract. The findings from these observations help to determine next steps for professional development guides our literacy and technology coaches work and gives the school a snapshot of how teaching and learning occurs throughout the school.

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

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The site participated in the administration of the California Smarter Balanced Assessment in spring 2018. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 73% and 70%, respectively. In addition, the percent of each numerically significant subgroup meeting or exceeding standard was as follows:

	English Language Arts:	Mathematics
Students with Disabilities:	36%	24%
Economically Disadvantaged:	50%	45%
English Language Learner:	Not Numerically Significant	
Black/African American:	Not Numerically Significant	
American Indian or Alaskan:	Not Numerically Significant	
Asian:	77%	73%
Filipino:	Not Numerically Significant	
Hispanic:	57%	51%
Native Hawaiian or Pacific Islander:	Not Numerically Significant	
White:	77%	71%
2 or More Races:	Not Numerically Significant	

This year, K-2 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In grades 1st-5th, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation.

Also, math intervention is provided to students in grades 3rd-5th four days a week for thirty minutes. Students are placed into math intervention based on previous data, teacher input, and results of the diagnostic assessment.

We are also using the MAP assessment program in grades 3rd-5th. The MAP assessments measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBAC program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

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

Teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The

assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction. In addition, each of our 3rd through 5th grade classes administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters. .

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

   Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. In 2018 -2019, the site implemented new instructional materials in (Amplify Science). Training on these materials is ongoing. In addition, the District has introduced new (reading materials in grades K-3 and social studies/history materials in grades 6-8). Professional development for these materials will occur in the current year and we have ongoing instructional support provided by our district literacy coach throughout the school year.

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

   Teacher professional development on the implementation of new State Standards and assessments occurred in the 2014-2015 school year. This will occur throughout the 2017-2018 school year as well. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom. This professional development will continue through the 2017-2018 school year.2018-2019 Teachers received professional development training for Amplify Science Curriculum implementation.

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

   For the 2018-2019 school year, teachers will be supported by a Literacy Coach who will assist with the continued implementation of our Balanced Literacy Program. Teachers will receive ongoing training on Amplify Science Curriculum at District level I Day meetings throughout the year.

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

   The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

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

   Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards,

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

   Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive 120 minutes daily, in reading/language arts and students in grades K-5 receive 60 minutes in mathematics, daily.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, Specially Designed Academic Instruction for English (SDAIE) strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals and additional instruction designed to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students are also able to receive counseling services as needed based on teacher and.or parent recommendation.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, coaching in the areas of math and language arts.

Parental Involvement

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

William Brooks Elementary School is fortunate to have a very supportive parent and community group. The Parent Teacher Association and School Site Council are very active and provide opportunities for parent involvement. Over two hundred volunteers put in thousands of hours of service in classrooms each year. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities:

- PTA
- School Site Council
- Budget Committee
- LCAP Committee

Student Support Activities:

- Classroom Assistance
- Art Docents

- Garden Lab Volunteers
- Yearbook
- Field Trip Chaperones
- Room Parent

Classroom Science Parent

Fund Raising Activities:

- Harvest Carnival
- Jog-a-Thon
- Book Fair
- Brooks Gala

Other Fun Activities:

- Family Movie Night
- Family Breakfasts
- Family Dances
- Talent Show

16. 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)

Parents/guardians are their children's first and most influential teachers. Continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

We believe that when families, students, and the school staff work in partnership to help each student reach his/her potential, children are inclined to succeed not just in school, but throughout life.

To ensure effective involvement of parents, and to support a partnership between the school and parents, William Brooks shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
a. Input gathered from meetings and surveys (CA Healthy Kids Survey, district parent survey, school survey, Site Council, etc.)
b. Meetings throughout the year to discuss and build consensus (Parent Advisory Committee and Brooks PTA)
c. Once final draft is adopted it will be posted on the school website.
d. Assess and share data from various surveys and assessments
e. Set goals based on data
2. Take the following actions to involve parents in the process of school review and improvement:
a. Analyze our school academic performance data with Site Council
b. Conduct parent conferences a minimum of once per year to inform parents of student progress
3. Provide to parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet
a. At Back to School Night parents will receive copies of standards along with explanations of the assessments used
b. A link to the California Department of Education website may be accessed through our school's website
c. At parent conferences parents will have the opportunity to review and discuss their student work with the teachers and to hear about progress towards standards.
d. Parents will receive progress reports each trimester, and report cards three times a year
4. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy
a. The annual parent survey will continue to be administered
b. Results from the survey will be shared with site council, staff, and parents.
5. Involve the parent community to improve student academic achievement through the following activities:
a. All parents will receive a letter mailed to their home informing them of their child's assessment results on the annual SBA state achievement tests.
b. Parents will receive their child's assessment results and be invited to speak with school personnel regarding the state SBA results.
c. Results of CAASPP assessments will be shared with Site Council and Brooks PTA.
6. Provide materials and training to help parents work with their children to improve their children's academic achievement to foster parent involvement by offering:

a. Parent education training regarding how to support key grade level standards at home
b. Information about how to help students at home with homework and other curriculum-related activities will be shared at Back to School Night and in the school newsletter, as well as in parent-teacher conferences
c. School expectations and course content will be provided to parents at annual Back to School Night
7. Educate its teachers and staff in effective means of communication through in-services on the following topics:
a. Updating our website
b. Effective use of e-mail
c. Including information in parent and student bulletins, and posting those bulletins on our school website.
d. Parent bulletins are e-mailed home to allow communication to be done in a more timely manner.

Adoption

The Parent Involvement Policy was reviewed and adopted by the Parent Advisory Committee on 11/2/17.

Funding

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

William Brooks does not receive funds from Title 1 or Title III.

18. Fiscal support (EPC)

William Brooks does receive LCFF Supplemental Grant funding. This funding was used to provide math intervention targeting our at risk students in grades 3rd-5th. The funds were also used to purchase an online reading program called Lexia Core 5. District funding is provided for our Reading Intervention and ELD support teachers as well as our Literacy Coach which is shared between Brooks. Silva Valley, and Oak Meadow.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households as well as students with disabilities are performing less well than their non socioeconomically disadvantaged or non-disabled peers in English Language Arts and Mathematics. We found that our students from Hispanic background also under-perform compared to other ethnic subgroups in both ELA and Math.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	73	82	88	72	81	88	72	81	97.8	98.6	98.8
Grade 4	74	96	79	73	95	79	73	95	79	98.6	99	100
Grade 5	85	80	90	83	78	88	82	78	88	97.6	97.5	97.8
All Grades	249	249	251	244	245	248	243	245	248	98	98.4	98.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2479.3	2487.0	2463.5	49	47.22	39.51	27	31.94	29.63	10	16.67	17.28	14	4.17	13.58
Grade 4	2503.5	2533.5	2533.0	37	52.63	51.90	27	25.26	25.32	21	15.79	16.46	15	6.32	6.33
Grade 5	2542.1	2553.3	2551.8	28	41.03	44.32	43	35.90	30.68	21	14.10	13.64	9	8.97	11.36
All Grades	N/A	N/A	N/A	38	47.35	45.16	33	30.61	28.63	17	15.51	15.73	12	6.53	10.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	40.28	48.15	52	51.39	34.57	11	8.33	17.28
Grade 4	34	53.68	44.30	52	40.00	49.37	14	6.32	6.33
Grade 5	34	43.59	48.86	49	43.59	42.05	17	12.82	9.09
All Grades	35	46.53	47.18	51	44.49	41.94	14	8.98	10.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	57	47.22	37.04	30	51.39	44.44	14	1.39	18.52
Grade 4	40	46.32	46.84	45	49.47	46.84	15	4.21	6.33
Grade 5	40	51.28	47.73	50	37.18	38.64	10	11.54	13.64
All Grades	46	48.16	43.95	41	46.12	43.15	13	5.71	12.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	30.56	30.86	57	65.28	62.96	9	4.17	6.17
Grade 4	22	37.89	39.24	66	55.79	58.23	12	6.32	2.53
Grade 5	29	38.46	28.41	65	57.69	62.50	6	3.85	9.09
All Grades	29	35.92	32.66	62	59.18	61.29	9	4.90	6.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	44.44	33.33	49	48.61	50.62	9	6.94	16.05
Grade 4	25	49.47	43.04	67	48.42	49.37	8	2.11	7.59
Grade 5	41	29.49	38.64	50	57.69	50.00	9	12.82	11.36
All Grades	37	41.63	38.31	55	51.43	50.00	9	6.94	11.69

Conclusions based on this data:

1. Instructional practices in 3rd grade need to be analyzed to determine why there is a decline in overall performance.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	73	82	88	72	81	88	72	81	97.8	98.6	98.8
Grade 4	74	96	79	73	95	79	73	95	79	98.6	99	100
Grade 5	85	80	90	82	78	88	82	78	88	96.5	97.5	97.8
All Grades	249	249	251	243	245	248	243	245	248	97.6	98.4	98.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2480.6	2488.0	2466.2	47	34.72	34.57	30	52.78	28.40	10	11.11	24.69	14	1.39	12.35
Grade 4	2515.3	2537.2	2532.1	34	44.21	34.18	38	37.89	48.10	16	13.68	15.19	11	4.21	2.53
Grade 5	2547.1	2552.7	2554.7	32	33.33	39.77	39	34.62	22.73	17	21.79	28.41	12	10.26	9.09
All Grades	N/A	N/A	N/A	38	37.96	36.29	35	41.22	32.66	14	15.51	22.98	12	5.31	8.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	61.11	50.62	23	36.11	29.63	15	2.78	19.75
Grade 4	48	62.11	55.70	34	26.32	40.51	18	11.58	3.80
Grade 5	55	39.74	48.86	28	42.31	28.41	17	17.95	22.73
All Grades	56	54.69	51.61	28	34.29	32.66	16	11.02	15.73

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	50.00	40.74	36	43.06	41.98	16	6.94	17.28
Grade 4	36	53.68	39.24	47	36.84	54.43	18	9.47	6.33
Grade 5	28	34.62	37.50	55	51.28	48.86	17	14.10	13.64
All Grades	37	46.53	39.11	46	43.27	48.39	17	10.20	12.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	56	44.44	48.15	32	51.39	40.74	13	4.17	11.11
Grade 4	45	57.89	49.37	47	37.89	41.77	8	4.21	8.86
Grade 5	27	32.05	35.23	60	55.13	52.27	13	12.82	12.50
All Grades	43	45.71	43.95	46	47.35	45.16	12	6.94	10.89

Conclusions based on this data:

1. Instructional Practices across all grade levels need to be examined for rigor and efficacy in light of the overall decline in performance.

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
5	86			13			0			1		

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1. data will be reported and analyzed as it becomes available.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data						
Student Subgroup	Cumulative Enrollment		Chronic Absenteeism Count		Chronic Absenteeism Rates	
	16-17	17-18	16-17	17-18	16-17	17-18
African American	1	3	1	0	*	0
American Indian or Alaskan Native	1	3	1	2	*	66.67
Asian	50	59	4	4	8.0	6.78
Filipino	1		1		*	
Hispanic or Latino	88	83	4	6	4.5	7.23
Did not Report						
Pacific Islander	1	1	1	00	*	0
Two or More Races	41	39	2	2	4.9	
White	374	348	20	11	5.3	3.16
Male	283		19		6.7	
Female	288		11		3.8	
English Learners	33	32	2	2	6.1	6.25
Students with Disabilities	72	70	6	7	8.3	10
Socioeconomically Disadvantaged	44	54	2	5	4.5	9.26
Migrant		0		0		0
Foster		0		0		0
Homeless	1	1	1	0	*	0
Kindergarten	107		6		5.6	
Grades 1-3	280		18		6.4	
Grades 4-6	184		6		3.3	
Grades 7-8						
Grades K-8	571		30		5.3	
Grades 9-12						
Ungraded Elementary and Secondary						
Total	571	536	30	25	5.3	4.66

Conclusions based on this data:

1. Chronic Absenteeism is not a numerically significant problem at Brooks however its negative effects are obvious and should be addressed.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement (ELA)
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #1:
Increase average scale score by 5 points for all students and all significant subgroups as measured by SBA assessment given in May 2019.
Data Used to Form this Goal:
We will use the summative data from the 2018 SBA assessment to measure progress towards this goal. Examination of each of the claims as well as grade level, class, and individual student scores will be used to identify areas of strength as well as areas for growth.
Findings from the Analysis of this Data:
The 2018 school year provided us with our baseline data for the SBA. The average scaled score on the ELA portion of the SBA for students in grades 3rd-5th was 2526 (56 points above level 3).
How the School will Evaluate the Progress of this Goal:
Progress of this goal will be evaluated based upon results of the 2019 SBA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will work with district literacy coach around balanced literacy concepts.	August 2018-June 2019	Admin, teachers, literacy coach.	Supplies	4000-4999: Books And Supplies	LCFF - Base	2,000
Reading intervention for at risk students in grades 1st-5th.	Sept. 2018-May 2019	Admin, teachers, literacy coach, intervention teachers	Materials	4000-4999: Books And Supplies	LCFF - Base	1,000
Purchased online reading tools K-3 to provide students with additional differentiated reading materials.	Aug. 2018-May 2019	Principal and teachers	Reading A-Z	4000-4999: Books And Supplies	LCFF - Base	1,200
			Newsela	4000-4999: Books And Supplies	LCFF - Base	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time for teachers to complete assessments.	Sept. 2018- June 2019	Principal and Teachers	Substitute Teacher Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	6,562
Staff Development/Training	August 2018-May 2019	Principal and Staff	Staff Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000
Flexible Seating	August 2018-May 2019	Principal, librarian, teachers	Materials to support flexible seating options	4000-4999: Books And Supplies	LCFF - Base	5,000
Summer Bridge Workbooks	June 2018	Principal, teachers	Materials to support learning over the summer months	4000-4999: Books And Supplies	LCFF - Base	2400
A teacher's aide will be brought on to provide additional support in the afternoon for some of our identified students..	September. 2018- June 2019	Principal, Teachers, TA	Teacher's Aide in RSP	2000-2999: Classified Personnel Salaries	LCFF - Base	3,500
30 minutes of time was added to intervention teachers schedule.	Sept. 2018- May 2019	Principal, Intervention Teachers	Increase Intervention Time	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,625

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement (Math)
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #2:
Increase average scale score by 5 points for all students and all significant subgroups as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
We will use the summative data from the 2018 SBA assessment to measure progress towards this goal. Examination of each of the claims as well as grade level, class, and individual student scores will be used to identify areas of strength as well as areas for growth.
Findings from the Analysis of this Data:
The 2017 school year provided us with our baseline data for the SBA. The average scaled score on the Math portion of the SBA for students in grades 3rd-5th was 2528 (46 points above level 3).
How the School will Evaluate the Progress of this Goal:
Progress of this goal will be evaluated based upon results of the 2018 SBAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be given release time to complete assessments and examine results.	Sept. 2018- May 2019	Principal and Teachers	Substitute Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	6,562
Grade level release time will be used to examine students' needs and plan future units.	Sept. 2018-May 2019	Principal and Teachers	Substitute Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,380
				None Specified	Site Based Gifts and Donations	
Moby Max Online Math Program	August 2018-May 2019	Principal and Teachers	Online Program	4000-4999: Books And Supplies	LCFF - Base	1,200

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #3:
By the end of the 2018-2019 school year, Brooks will establish a solid foundation around the PBIS framework. Students will know and understand the positive expectations around the campus.
Data Used to Form this Goal:
Data from past parent surveys and teacher input was examined to determine need for a positive behavior program that will be implemented school-wide.
Findings from the Analysis of this Data:
Parents are generally pleased and their feel their children are safe at school. There was currently no school-wide positive behavior program in place.
How the School will Evaluate the Progress of this Goal:
Parent and student surveys will be used to determine if students are aware of PBIS and if they feel it's beneficial.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS signage	August 2017	Principal and Staff	PBIS signs placed around the school	4000-4999: Books And Supplies	LCFF - Base	1200
Read aloud materials will be purchased for the principal to read books that reinforce the identified social emotional goals to all classes.	Aug. 2017-June 2018	Librarian/Principal	Books and materials to reinforce concepts in the classroom.	4000-4999: Books And Supplies	LCFF - Base	500
			Books for teachers to use in their classrooms will be purchased for checkout in the library	4000-4999: Books And Supplies	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Caught Ya Cards and Office Referral Forms	August 2017-May 2018	Principal and Teachers	Forms to reinforce positive behaviors. Forms to notify parents of office referrals.	4000-4999: Books And Supplies	LCFF - Base	1000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Suspension Rate
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #4:
All staff will work with students to explicitly teach behavior expectations in an effort to prevent situations that could lead to student being suspended.
Data Used to Form this Goal:
Data from the CA Dashboard and LEA was used to establish this goal
Findings from the Analysis of this Data:
According to the CA Dashboard the status of the suspension rate at Brooks is Low and was maintained from last year at less than 1%.
How the School will Evaluate the Progress of this Goal:
Status on the goal will be evaluated based on suspensions and referral data that is entered into Eschool. Suspension rates will maintain or be reduced according to the CA Dashboard in 2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Proactive behaviors will taught using PBIS.	Aug. 2018- June 2019	Principal and Staff	Positive behaviors will be taught to all students using the PBIS framework.			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Base	42,189	1,060.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Base	41,129.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	1,625.00
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	20,500.00
5000-5999: Services And Other Operating Expenditures	15,504.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,625.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,500.00
4000-4999: Books And Supplies	LCFF - Base	20,500.00
5000-5999: Services And Other Operating	LCFF - Base	15,504.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,287.00
Goal 2	9,142.00
Goal 3	3,700.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jonathan Lee	X				
Pam Graves			X		
Britni Miller		X			
Laura Haislip				X	
Elizabeth Davies				X	
Mary Young				X	
Numbers of members of each category:	**1**	**1**	**1**	**3**	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
X	Special Education Advisory Committee	Signature
X	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 11/07/2018.

Attested:

Jonathan Lee		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date