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
Norman R. Brekke Elementary School	56725386114029	May 15, 2023	August 23, 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

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.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Brekke's vision statement - To be an exemplary school - is a reflection of our belief in "students first, all the time." At Brekke, we believe that all students can achieve at high levels and exemplify the traits in the Oxnard School District (OSD) Student Profile. We believe that maintaining high expectations, cultivating a growth mindset, and encouraging positive behavior supports are essential keys to delivering an exceptional educational experience. Our goal is to dramatically accelerate student academic engagement and achievement across all student populations through coherent additive approaches, essential pedagogical principles and high leverage practices. California's Department of Education states that "Best First Instruction" is essential in order for students to acquire understanding, catch up, and keep up with progressive learning targets. Teachers are given essential planning time to develop lessons that incorporate best practices in delivering standards-based first instruction. School Administrators regularly use learning walks (class visitations) to validate, observe, and provide feedback to support implementation of best practices in delivering quality first instruction.

Furthermore, through the use of Depth and Complexity, Achievement Level Descriptors, mindset practices, and targeted instruction, students are provided the broadest opportunity to access challenging curricula. We use the Common Core State Standards to guide our academic focus. In every classroom, teachers and staff are able to provide students with meaningful opportunities to think critically and creatively and to communicate and collaborate, which ultimately strengthens their 21st Century college and career readiness skills. Data analysis is used to improve instructional practices so that the rigor needed to push our students forward is evident in every classroom. In addition to our focus on strong first instruction, Brekke will continue to provide targeted intervention and enrichment through our multi-tiered system of supports (MTSS).

The Accelerated Reader program is used school wide to encourage students to read independently and reach individual reading goals. This program encourages students to pursue their own interests and fosters life-long readers. Lexia, Zearn and ST Math are additional individualized and adaptive online programs offered to students. In addition to skill practice, these programs provide students, parents, and teachers with valuable data regarding student fluency in math and language arts.

Brekke has funded an Intervention Service Provider to help provide small group targeted instruction and intervention. The teachers are using the Star Instructional Planning data and STAR mastery report to group students based on the target indicated for instruction. The Intervention Service Provider will have a designated time each day to work with grade levels. We are using the STAR custom test and progress monitoring to make sure our groups are fluid, and the students are becoming proficient in the targeted skills.

Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing) through the development of

academic vocabulary, communication and critical thinking skills. This will be done in a variety of contexts such as book clubs, writing and speech contest.

During staff meetings and Collaboration Wednesdays. grade level teams work together to analyze data, plan lessons and design targeted small group instruction. This time also allows the staff to meet regarding the implementation of the Common Core standards and focus on our District adopted curricula in all academic areas. With guidance from our Leadership Team, grade levels have created an Instructional Progress Plan that outlines and calendars how the outcomes for each grade level will be achieved and assessed.

At Brekke we are focused on providing Positive Behavior and Intervention Supports (PBIS) using the S.T.O.I.C. approach (Structure Setting, Teach Expectations, Observe Behaviors, Interact Positively, Correct Fluently).This approach structures the interactions among students and staff to ensure mutual respect and accelerate academic success. The S.T.O.I.C. model promotes academic focus and positive engagement. With our Positive Behavior Intervention and Supports Team, we are working with grade levels on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are held on how to partner with us for the all around success of our students.

In addition to our focus on academics, Brekke is committed to providing a strong social-emotional foundation for our students. We have created a multipurpose space that provides Social-Emotional supports that can be utilized by class, by groups or by individuals. Our space, The Dolphin Cove, has several sensory and calming stations that include a sensory path, a reading corner, coloring and journaling station, a stretching and grounding station and STEM activities. We also use this space for our drumming circles that support mindfulness, problem-solving and community building. Besides the Dolphin Cove, we have spent time reinforcing our Tier 1 PBIS and SEL supports. Our teachers are incorporating SEL lessons and activities into their classroom routines. We believe every day is a gift and we are encouraging all who enter Brekke to make a wise choice about how they spend their day.

At Brekke, we create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students. We have an active PTA, School Site Council and ELAC team. We provide opportunities for our parents to learn more about the district adopted programs to better assist their children and partner with Brekke in their child's education.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

As a staff, we are committed to being an exemplary school by putting proven systems in place to help our students become confident and resilient life-long learners. We strive to promote a school culture wherein our core values of Equity, Integrity, Accountability and Service are evident in our every action and where students represent our inclusive Oxnard School District Student Profile.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

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

Weekly informal classroom observations determined that the engagement of students receiving Tier 1 instruction differs amongst classes and there is inconsistent usage of targeted small group instruction. We did see an increase in small group instruction in the 2022-2023 school year, but it is still an area for continued growth. We will continue working on using data after first instruction to determine which students in each class need additional targeted Tier 1 Instruction. We will also continue to use weekly classroom observations and data to progress monitor all students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

We use summative and formative data in order to understand the academic needs of our students. We use a collaborative PLC model to construct a collective understanding of how our professional practice is impacting student learning. CAASPP, STAR, IAB's, and ELPAC scores are used to identify trends and areas of strength in student academic achievement. Based on this data, we construct a school-wide plan that aligns our resources and provides interventions and enrichment opportunities for all students. As a staff, this data also informs how we utilize our budget to support professional development and provide supplemental materials and programs to boost student achievement. STAR 360 Assessments, data from Lexia, ST Math, Zearn and the CAASPP Interim Assessment Blocks (IABs) are used systematically as formative assessments. Formative data is used to plan ongoing instruction, monitor student progress, group students, and implement MTSS structures to support high levels of student learning. Additionally, formative data is used during our weekly PLC collaboration time to ensure our standards-based discussions consistently focus on academic student growth.

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

Grade Level Teams meet once a week to monitor student progress using a variety of assessments including the curriculum embedded assessments, such as Wonders and My Math. Teachers use the results of these assessments to inform their instruction, identify students in need of further review or intervention, and group students for differentiated instruction in ELD, Math or ELA instruction. During these collaboration meetings, teachers review the various assessments available to determine the level of rigor presented and the Achievement Level Descriptors to ensure all students are moving across levels. This helps teachers ensure the assessments are aligned to instruction.

Additionally, we monitor all student reading and math progress throughout the year via monthly STAR 360 assessments and custom STAR assessments. The principal leads student monitoring conferences with individual teachers three times per year. During these meetings, each teacher has an opportunity to review reliable academic data and individual student concerns with the administrator. Together they identify key standards need to be prioritized during whole class instruction and small group targeted intervention. Students who have been identified as needing additional support and are not making expected growth after receiving additional in-class interventions are referred to the SST process to determine which Tier 2 intervention will best meet the student's need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all staff members are highly qualified. This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes district expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available as needed to support effective implementation.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided as needed for assessments and data dives. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes directors, managers and TOSAs (Teachers on Special Assignment). They provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology, Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development is provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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

Our school works within grade level teams to develop an Instructional Progress Plan to meet the expected outcomes for each grade level.

Our staff meetings and Collaboration Wednesdays are structured around four essential questions: 1) What do we want students to know? 2) How do we know that they have learned it? 3) What will we do if they haven't? 4) What will we do if they have?

Our grade levels meet weekly to identify learning targets, develop and agree upon common assessments, analyze data, and create a plan to ensure all students learn at high levels. In addition to weekly grade level collaboration, we also engage in vertical teaming to align and define the essential standards that build the learning progression within each academic discipline.

Teaching and Learning

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

Collaboration work supports the implementation of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to guidelines that govern recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis and intervention courses are scheduled based on these student needs.

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

Instructional materials are provided for all students and are managed by our district Textbook Coordinator. Participation in Williams' inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At Brekke, we use the MTSS Model to help our under-performing students meet grade level standards. This MTSS Model includes three tiers of interventions: Tier I, Tier II, and Tier III. Students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These targeted interventions typically last 4-8 week. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. When the interventions are not working, students are referred to the Student Study Team. This team includes the principal, the classroom teacher, the outreach consultant, the parent/guardian and another 4-8 weeks of interventions. The intervention can involve the Literacy Intervention Teacher, after school tutoring, an Intervention Service Provider or a school counselor. Students are closely monitored when they receive Tier 2 intervention. Those that are still not demonstrating adequate progress may be referred for a Special Education evaluation. This process includes school specialists such as the school psychologist, resource teacher, speech therapist, occupational therapist, and/or nurse.

Evidence-based educational practices to raise student achievement

Teachers consistently use evidence-based educational practices as part of effective first instruction to improve student outcomes. These practices include a clear focus/purpose for each lesson, standards-based SMART goals, meaningful opportunities for student engagement, ongoing checks for understanding and re-teaching as needed.

Parental Engagement

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

At Brekke, we believe in forming strong partnerships with parents/guardians and the community. Together, we strive to bring out the best in each other. Our school provides many opportunities throughout the year to foster parent involvement. We host family nights that focus on Brekke's pathway to success by raising our understanding and awareness of academic and social expectations, resiliency, and community. We also invite families to join us as we cheer on our students at various sport and club events. In addition, parents/guardians attend parent-teacher conferences to review student achievement data. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings are held to create instructional plans and/or review progress toward meeting the expected goals.

We also provide Dolphin Pride Awards and monthly awards assemblies that help us celebrate students for a variety of reasons. Students are recognized on campus and families are invited to celebrate their student's success.

We encourage parents to become active members of our ELAC, SSC and PTA. The counselor and Outreach Specialist provide seminars on topics of interest during parent events/meetings. Furthermore, parents enjoy participating in the PTA community building activities, such as dinner nights and game nights. The PTA conducts fundraising opportunities and funds are used to provide incentives for students and promote a positive and engaging culture at Brekke.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We feel fortunate to have strong parent involvement at Brekke and we will continue to foster partnerships throughout the 2023-2024 school year. The involvement of parents, community representatives, classroom teachers, and other personnel is vital in assisting in planning, implementing and evaluating programs at Brekke. Parent governance teams such as the School Site Council, English Learner Advisory Committee and our Parent Teacher Association are elected by other parents and staff members on an annual basis. Parent governance teams, teachers and other personnel provide input for the development of goals and fiscal allocations that are guide3d by our School Plan for Student Achievement (SPSA). Throughout the year, parent governance teams and staff members monitor the implementation and progress of our SPSA goals and revise the plan as needed.

Funding

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

Categorical funds were used to support small group interventions and programs for differentiation in instruction to meet the needs of under performing students. The funds are also used to support the ongoing development of PBIS at Brekke as we strive support all students in their behavioral and academic progress.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites to help provide additional services and resources for our English Learners. In addition, we also receive Supplemental and Concentration LCFF funding help us promote and support high levels of student achievement.

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

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data and opportunities for input are shared with our ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other educational partners, and aligns the agreed upon actions with the budget.

Resource Inequities

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

According to the 2022-2023 SPSA, LCFF funds were allocated to provide intervention for all students. However, our data shows that we need to provide more resources for our EL, Hispanic, Filipino and Vietnamese student populations. Another inequity in the 2022-2023 SPSA involved funds allocated to extra tutoring and intervention for students. Our funds were not fully utilized because staff was not available to provide the intended services.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.18%	0.17%		1	1
African American	0.4%	0.54%	0.68%	2	3	4
Asian	4.2%	5.62%	5.48%	24	31	32
Filipino	6.4%	5.80%	5.14%	37	32	30
Hispanic/Latino	81.9%	80.07%	81.68%	474	442	477
Pacific Islander	0.2%	0.36%	0.34%	1	2	2
White	5.2%	5.07%	3.94%	30	28	23
Multiple/No Response	1.9%	2.36%	2.57%	11	13	15
			Total Enrollment	579	552	584

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	98	127
Grade 1	101	75	94
Grade 2	96	98	73
Grade3	97	89	98
Grade 4	97	97	95
Grade 5	90	95	97
Total Enrollment	579	552	584

Conclusions based on this data:

Our current enrollment shows we have 32 more students in 2022-2023 school year then we had in 2021-2022. Based on 2022-2023 enrollment data and student group populations, our Hispanic/Latino population has grown. The largest student group at Brekke is Hispanic/Latino followed by Filipino. We look at the data from all student groups to make sure the needs of each group are being met with equitable practices.

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	167	182	173	28.80%	33.0%	29.6%
Fluent English Proficient (FEP)	63	40	36	10.90%	7.2%	6.2%
Reclassified Fluent English Proficient (RFEP)	15			9.0%		

Conclusions based on this data:

Brekke reclassified 28 English Learners in 2022-2023. Based on this data, we need to continue to provide daily designated and integrated ELD instruction for our students. All students in TK-5th grade will continue to receive 30 minutes of Designated ELD daily. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Star Early Literacy

Norman R. Brekke Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	73	2	3%	4	5%	3	4%	64	88%	4	844
Grade 1	95	10	11%	9	9%	7	7%	69	73%	4	866
Grade 2	5	5	100%	0	0%	0	0%	0	0%	1	765

Conclusions based on this data:

Our initial data review shows that Brekke has a large percentage of Grade 2 students scoring in Level 1. However, this data is based on a small sample size of nine students. The majority of our second grade students take the Star reading test instead of the Early Literacy assessment. Notably, 93% of our kindergarten and 79% of our first grade scoring in the proficient range.

School and Student Performance Data

Star Reading

Norman R. Brekke Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	72	9	13%	15	21%	26	36%	22	31%	3	953
Grade 3	89	23	26%	21	24%	23	26%	22	25%	2	981
Grade 4	92	28	30%	19	21%	20	22%	25	27%	2	1011
Grade 5	92	34	37%	14	15%	39	42%	5	5%	2	1023

Conclusions based on this data:

In grades 3 and 4 we had over 25% score in Level 1. From this data, we can conclude that we need to put resources into providing opportunities for reading growth for our current 4th and 5th grade students performing at the lowest level.

School and Student Performance Data

Star Math

Norman R. Brekke Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	96	10	10%	31	32%	35	36%	20	21%	3	872
Grade 2	75	12	16%	18	24%	24	32%	21	28%	3	940
Grade 3	89	12	13%	23	26%	27	30%	27	30%	3	998
Grade 4	88	17	19%	22	25%	32	36%	17	19%	2	1023
Grade 5	92	38	41%	22	24%	20	22%	12	13%	2	1044

Conclusions based on this data:

Data for Brekke students show an increase in proficiency for students in all grade levels. Fifth grade has the smallest number of proficient students and reveals to need to provide meaningful resources and additional math instruction for fifth graders.

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		86			85			85			98.8	
Grade 4		92			92			92			100.0	
Grade 5		95			95			95			100.0	
All Grades		273			272			272			99.6	

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		2425.			25.88	31		27.06	27		16.47	20		30.59	19
Grade 4		2479.			28.26	36		28.26	18		23.91	17		19.57	27
Grade 5		2496.			21.05	20		29.47	25		21.05	27		28.42	26
All Grades	N/A	N/A	N/A		25.00			28.31			20.59			26.10	

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		14.12			62.35			23.53	
Grade 4		13.04			72.83			14.13	
Grade 5		13.68			69.47			16.84	
All Grades		13.60			68.38			18.01	

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		22.35			48.24			29.41	
Grade 4		26.09			56.52			17.39	
Grade 5		13.68			68.42			17.89	
All Grades		20.59			58.09			21.32	

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		10.59			74.12			15.29	
Grade 4		15.22			71.74			13.04	
Grade 5		11.58			77.89			10.53	
All Grades		12.50			74.63			12.87	

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		20.00			58.82			21.18	
Grade 4		16.30			76.09			7.61	
Grade 5		16.84			67.37			15.79	
All Grades		17.65			67.65			14.71	

Conclusions based on this data:

Our percentages of proficient students in third and fourth grade increased . We focused on writing instruction in 2021-2022 and 2022-2023 and our data confirms that this was beneficial. We also targeted specific skills and SMART goals for individual students as needed.

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		86			86			86			100.0	
Grade 4		93			93			93			100.0	
Grade 5		95			95			95			100.0	
All Grades		274			274			274			100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2436.			18.60	26		34.88	30		17.44	20		29.07	22
Grade 4		2447.			7.53	15		26.88	32		33.33	26		32.26	26
Grade 5		2468.			10.53	12		20.00	22		26.32	22		43.16	41
All Grades	N/A	N/A	N/A		12.04			27.01			25.91			35.04	

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		31.40			46.51			22.09	
Grade 4		13.98			45.16			40.86	
Grade 5		11.58			45.26			43.16	
All Grades		18.61			45.62			35.77	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.58			47.67			26.74	
Grade 4		6.45			60.22			33.33	
Grade 5		9.47			49.47			41.05	
All Grades		13.50			52.55			33.94	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.58			60.47			13.95	
Grade 4		13.98			55.91			30.11	
Grade 5		8.42			53.68			37.89	
All Grades		15.69			56.57			27.74	

Conclusions based on this data:

In Math, all grade levels increased their percentage of students who met or exceeded benchmark when compared to the 2021-2022 school year. We focused on math instruction and consistently pulled small groups to help improve universal access by targeting specific skills. The same focus and targeting of skills will continue for 2023-2024.

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
K	1396.5			1412.1			1359.8			26	0	
1	1425.2	1462.4		1433.9	1470.5		1416.0	1453.5		23	13	
2	1444.5	1490.8		1442.1	1484.0		1446.4	1497.2		29	31	
3	1459.4	1480.0		1453.4	1480.1		1465.0	1479.4		33	25	
4	1512.0	1528.8		1510.1	1526.1		1513.4	1531.1		25	28	
5	1508.5	1539.8		1509.7	1539.7		1507.0	1539.4		11	19	
All Grades										147	116	

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
K	15.38			38.46			26.92			19.23			26		
1	13.64	15.38		40.91	38.46		18.18	38.46		27.27	7.69		22	13	
2	13.79	10.71		34.48	57.14		34.48	21.43		17.24	10.71		29	28	
3	6.06	4.00		33.33	40.00		42.42	40.00		18.18	16.00		33	25	
4	12.00	32.14		48.00	35.71		32.00	32.14		8.00	0.00		25	28	
5	0.00	31.58		36.36	47.37		63.64	15.79		0.00	5.26		11	19	
All Grades	10.96	18.58		38.36	44.25		34.25	29.20		16.44	7.96		146	113	

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
K	23.08			38.46			19.23			19.23			26		
1	22.73	30.77		36.36	46.15		22.73	15.38		18.18	7.69		22	13	
2	31.03	32.14		17.24	32.14		34.48	28.57		17.24	7.14		29	28	
3	24.24	20.00		36.36	56.00		21.21	8.00		18.18	16.00		33	25	
4	48.00	39.29		40.00	50.00		8.00	10.71		4.00	0.00		25	28	
5	27.27	52.63		63.64	36.84		9.09	10.53		0.00	0.00		11	19	
All Grades	29.45	34.51		35.62	44.25		20.55	15.04		14.38	6.19		146	113	

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
K	0.00			30.77			34.62			34.62			26		
1	4.55	15.38		36.36	30.77		31.82	38.46		27.27	15.38		22	13	
2	3.45	10.71		37.93	50.00		34.48	25.00		24.14	14.29		29	28	
3	9.09	0.00		24.24	28.00		36.36	40.00		30.30	32.00		33	25	
4	8.00	17.86		36.00	35.71		28.00	35.71		28.00	10.71		25	28	
5	0.00	15.79		0.00	31.58		81.82	36.84		18.18	15.79		11	19	
All Grades	4.79	11.50		30.14	36.28		36.99	34.51		28.08	17.70		146	113	

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
K	19.23			61.54			19.23			26		
1	40.91	53.85		40.91	46.15		18.18	0.00		22	13	
2	20.69	17.86		58.62	75.00		20.69	7.14		29	28	
3	21.21	20.00		63.64	60.00		15.15	20.00		33	25	
4	48.00	60.71		40.00	32.14		12.00	7.14		25	28	
5	18.18	15.79		72.73	84.21		9.09	0.00		11	19	
All Grades	28.08	32.74		55.48	59.29		16.44	7.96		146	113	

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
K	23.08			57.69			19.23			26		
1	9.09	23.08		68.18	69.23		22.73	7.69		22	13	
2	27.59	35.71		55.17	60.71		17.24	3.57		29	28	
3	27.27	48.00		57.58	32.00		15.15	20.00		33	25	
4	44.00	42.31		52.00	53.85		4.00	3.85		25	26	
5	63.64	84.21		36.36	5.26		0.00	10.53		11	19	
All Grades	29.45	46.85		56.16	44.14		14.38	9.01		146	111	

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
K	0.00			69.23			30.77			26		
1	13.64	30.77		59.09	23.08		27.27	46.15		22	13	
2	17.24	10.71		58.62	75.00		24.14	14.29		29	28	
3	3.03	0.00		60.61	52.00		36.36	48.00		33	25	
4	12.00	7.14		56.00	78.57		32.00	14.29		25	28	
5	0.00	5.26		54.55	68.42		45.45	26.32		11	19	
All Grades	8.22	8.85		60.27	63.72		31.51	27.43		146	113	

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
K	24.00			48.00			28.00			25		
1	13.64	0.00		45.45	92.31		40.91	7.69		22	13	
2	10.34	21.43		55.17	75.00		34.48	3.57		29	28	
3	21.21	16.00		48.48	68.00		30.30	16.00		33	25	
4	16.00	39.29		68.00	53.57		16.00	7.14		25	28	
5	18.18	42.11		72.73	52.63		9.09	5.26		11	19	
All Grades	17.24	25.66		54.48	66.37		28.28	7.96		145	113	

Conclusions based on this data:

In 2022-2023, 16% of our ELD population qualified to be reclassified. In grades 4 and 5, the reclassification rate was 33%. The data indicates that our students did well in the writing and speaking domains and a larger percentage of our students need additional instruction and intervention in the reading domain. Based on this data, we need to continue to provide daily designated and integrated ELD instruction to our students. All ELD students in TK-5th grade will receive 30 minutes of Designated ELD daily. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners grade-level access to subject matter.

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**
552	**74.3**	**33.0**	**1.8**
Total Number of Students enrolled in Norman R. Brekke 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	182	33.0
Foster Youth	10	1.8
Homeless	22	4.0
Socioeconomically Disadvantaged	410	74.3
Students with Disabilities	99	17.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian	1	0.2
Asian	31	5.6
Filipino	32	5.8
Hispanic	442	80.1
Two or More Races	13	2.4
Pacific Islander	2	0.4
White	28	5.1

Conclusions based on this data:

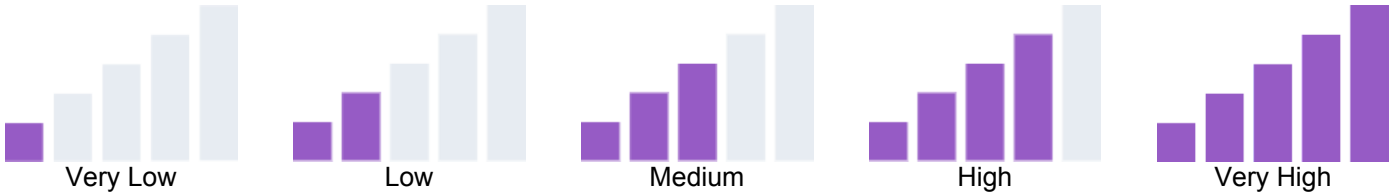
Based on this data, we can conclude that Brekke has a large percentage of students who are socioeconomically disadvantaged. Brekke will continue to provide equitable opportunities for this population to ensure their academic and socio-emotional needs are met. We must ensure our families continue to have access to a variety of wrap-around services.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

Our CA Dashboard shows that Brekke had a significant academic increase in both English language arts and mathematics in 2022-2023. We will continue to focus on improving student achievement in ELA and math by maintaining our goal of delivering "Best First Instruction." We will look at data on a regular basis to drive instruction and dictate our targeted instructional needs. As we start our 2023-2024 school year, we will continue to monitor student daily attendance, deepen the implementation of our PBIS approach to better promote positive interactions and

behaviors, provide incentives for both attendance and behavior, and support corrective measures to reduce the need for disciplinary action. Our suspension rate for 2022-2023 was under 0.5% and our goal is to continue staying under that mark.

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.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	1	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
0.3 points below standard	28.5 points below standard	1 Student
270 Students	108 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
9 Students	9.9 points below standard	63.8 points below standard
	206 Students	66 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Level 4.1 points below standard 14 Students	 No Performance Level 23.6 points above standard 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Medium 4.6 points below standard 221 Students	 No Performance Level 2 Students	 No Performance Level 1 Student	 No Performance Level 33.4 points above standard 14 Students

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**
41.3 points below standard	1.8 points below standard	16.3 points above standard
73 Students	35 Students	154 Students

Conclusions based on this data:

Based on our projection of moving from yellow to green on the California Dashboard for ELA, we will continue with our effective strategies and add more structures, interventions, and enrichment to promote ongoing growth in academic achievement. In our weekly grade level teams we will continue to focus on four essential question: What do we want students to know? How will we know they learned it? How will we support students that have not learned it? and how will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide.

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.

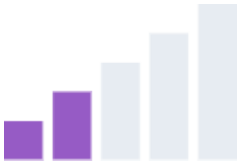
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
32.0 points below standard	59.1 points below standard	1 Student
271 Students	109 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
9 Students	42.3 points below standard	90.9 points below standard
	207 Students	66 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Level 13.3 points above standard 14 Students	 No Performance Level 5.8 points above standard 18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 41.2 points below standard 222 Students	 No Performance Level 2 Students	 No Performance Level 1 Student	 No Performance Level 10.3 points above standard 14 Students

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**
61.4 points below standard 74 Students	54.2 points below standard 35 Students	16.9 points below standard 154 Students

Conclusions based on this data:

Based on our projection of moving from orange to yellow on our California Dashboard for math, we will continue with our planned activities. We have dedicated additional daily math instruction for all students. Additionally we will add activities that build on our collective strengths to promote higher levels of academic achievement. In our weekly grade level teams, we will continue to focus on the four essential questions: What do we want students to know? How will we know they learned it? How will we support students that have not learned it? and how will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide. We will use our ISP teacher to help pull small groups of students and target needed instruction.

School and Student Performance Data

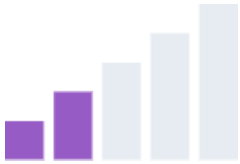
Academic Performance
English Learner Progress

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

English Learner Progress



Low

52 making progress towards English language proficiency

Number of EL Students: 98 Students

Performance Level: 2

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
25.5%	22.4%	0.0%	52.0%

Conclusions based on this data:

There is a discrepancy between the performance level of English Learners as compared to English proficient students. Therefore, teachers will continue to provide both Integrated and Designated ELD to help increase English Learner proficiency. All English Learners will receive 30 minutes of designated English language development. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge and grow students' current oral and written language levels in reading, writing, listening and speaking. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in help English Learners better access grade level subject matter.

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.

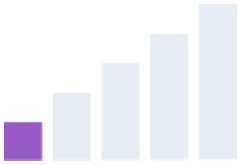
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	1	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
27.1% Chronically Absent	27.2% Chronically Absent	27.3% Chronically Absent
572 Students	191 Students	11 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
37% Chronically Absent	29.7% Chronically Absent	36.4% Chronically Absent
27 Students	431 Students	121 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	Medium
Less than 11 Students	Less than 11 Students	17.6% Chronically Absent	9.4% Chronically Absent
3 Students	1 Student	34 Students	32 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	No Performance Level
30.3% Chronically Absent	15.4% Chronically Absent	Less than 11 Students	7.1% Chronically Absent
459 Students	13 Students	2 Students	28 Students

Conclusions based on this data:

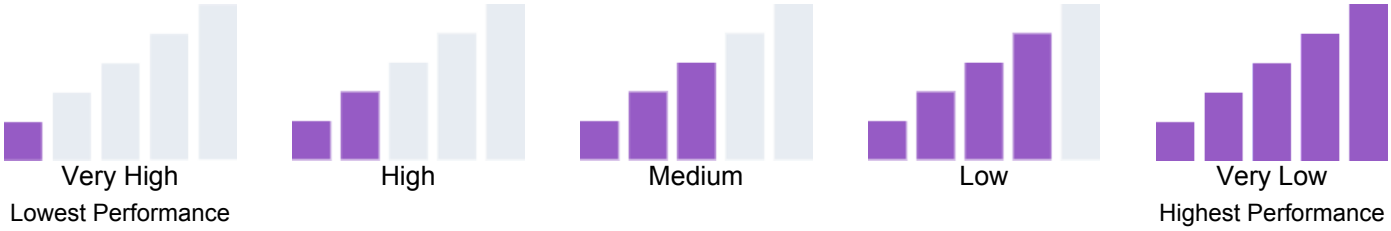
Chronic Absenteeism is a high level concern for all students at Brekke and disproportionately impacts students and families identified as socioeconomically disadvantaged and with disabilities. We will frequently monitor and put programs in place to address attendance concerns and challenges. School staff, including the outreach coordinator, school counselor, attendance tech, and principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	3	1	3

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.7% suspended at least one day	2% suspended at least one day	0% suspended at least one day
590 Students	198 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Medium	Low
0% suspended at least one day	2.2% suspended at least one day	0.8% suspended at least one day
30 Students	446 Students	127 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	Very Low
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
3 Students	1 Student	34 Students	32 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level	No Performance Level	No Performance Level
2.1% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
477 Students	13 Students	2 Students	28 Students

Conclusions based on this data:

Brekke's suspension rate from 2022-2023 was less than 2% of the total population. Our work in our PBIS implementation and the supports of the counselor and outreach specialist all contributed to this reduction in suspensions. We will continue to move forward with these positive strategies with the goal of maintaining a suspension rate lower than 0.5%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Based on the preliminary 2023 CAASPP Data: Overall of the students Met or Exceed the state standards In 3rd grade, 59% of students Met or Exceed the state standards In 4th grade, 55% of students Met or Exceed the state standards In 5th grade, 45% of students Met or Exceed the state standards	Students will demonstrate growth by moving across the bands indicated on the CAASPP ELA. Brekke will Increase the percentage of students who Meet or Exceed state standards by: 11% in 3rd grade 10% in 4th grade 15% in 5th grade The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.
CAASPP Math	Based on the preliminary 2023 CAASPP Data: Overall % of the students Met or Exceed the state standards In 3rd grade, 57% of students Met or Exceed the state standards	Students will demonstrate growth by moving across the bands indicated on the CAASPP Math. Brekke will Increase percentage of students who Meet or Exceed state standards by: 13% in 3rd grade 12% in 4th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In 4th grade, 48% of students Met or Exceed the state standards In 5th grade, 36% of students Met or Exceed the state standards	14% in 5th grade The students who scored in the Met or Exceeded range from the prior year will continue to stay in those levels.
STAR 360 Early Literacy	According to the 2023 Spring STAR Early Literacy Screening Report: 91% of Kindergarten students scored at or above benchmark 3% of Kindergarten students scored on watch (Level 3) 4% of Kindergarten students scored in intervention (Level 2) and 2% of Kindergarten students scored in urgent intervention (Level 1). Student populations: McKinney Vento: 87% scored at or above benchmark English Learners: 89% scored at or above benchmark Hispanic: 91% scored at or above benchmark Asian: 90% scored at or above benchmark SpEd: 80% scored at or above benchmark 68% of 1st grade students scored at or above benchmark 12% of 1st Grade students scored on watch (Level 3) 9% of 1st Grade students scored in intervention (Level 2) and 11% of 1st Grade students scored in urgent intervention (Level 1). Student populations: McKinney Vento: 70% scored at or above benchmark	Students will demonstrate growth by moving across the bands indicated on the STAR 360 Early Literacy. The percent of Kindergarten students scoring at or above benchmark will increase by 4% All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 8% English Learners: Increase at or above students by 8% Hispanic: Increase at or above students by 4% Asian: Increase at or above students by 5% SpEd: Increase at or above students by 15% The percent of First grade students scoring at or above benchmark will increase by 12%. 6% of students in Level 1 will move to level 2 or higher. Student populations: McKinney Vento: Increase at or above students by 10% English Learners: Increase at or above students by 22% Hispanic: Increase at or above students by 4% Asian: Increase at or above students by 16% SpEd: Increase at or above students by 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners: 58% scored at or above benchmark Hispanic: 64% scored at or above benchmark Asian: 93% scored at or above benchmark SpEd: 60%	All students will show a minimum SGP of 50.
Star Reading	According to the 2023 Spring STAR 360 Reading Screening Report: 28% of 2nd grade students are at Level 4 29% of 2nd grade students are at Level 3 25% of 2nd Grade students are at Level 2 and 19% of 2nd Grade students are at Level 1 Student populations: McKinney Vento: 67% scored at or above benchmark English Learners: 37% scored at or above benchmark Hispanic: 51% scored at or above benchmark Asian: 88% scored at or above benchmark SpEd: 30% 18% of 3rd grade students are at Level 4 24% of 3rd grade students are at Level 3 26% of 3rd grade students are at Level 2 and 32% of 3rd Grade students are at Level 1 Student populations: McKinney Vento: 13% scored at or above benchmark English Learners: 41% scored at or above benchmark Hispanic: 38% scored at or above benchmark	2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 18% in 2nd grade. 9% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 8% English Learners: Increase at or above students by 38% Hispanic: Increase at or above benchmark by 24% Asian: will maintain at least 88% proficient SpEd: Increase at or above students by 45% 3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 18% in 3rd grade. 17% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50. Student populations:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Asian: 50% scored at or above benchmark SpEd: 12% 26% of 4th grade students are at Level 4 23% of 4th grade students are at Level 3 20% of 4th grade are at Level 2 and 31% are at Level 1 Student populations: McKinney Vento: 75% scored at or above benchmark English Learners: 27% scored at or above benchmark Hispanic: 43% scored at or above benchmark Asian: 55% scored at or above benchmark SpEd: 39% 6% of 5th grade students are at Level 4 38% of 5th grade students are at Level 3 20% of 5th grade students are at Level 2 and 35% of 5th grade students are at Level 1 Student populations: McKinney Vento: 25% scored at or above benchmark English Learners: 31% scored at or above benchmark Hispanic: 41% scored at or above benchmark Asian: 76% scored at or above benchmark SpEd: 5%	McKinney Vento: Increase at or above students by 47% English Learners: Increase at or above students by 38% Hispanic: Increase at or above students by 22% Asian: Increase at or above students by 10% SpEd: Increase at or above students by 48% 4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 11% in 4th grade. 16% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 10% English Learners: Increase at or above students by 33% Hispanic: Increase at or above students by 17% Asian: Increase at or above students by 5% SpEd: Increase at or above students by 21% 5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 16% in 5th grade. 20% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Student populations: McKinney Vento: Increase at or above students by 25% English Learners: Increase at or above students by 29% Hispanic: Increase at or above students by 19% Asian: Maintain at least 76% proficient SpEd: Increase at or above students by 55%
Star Math	According to the 2022 Spring STAR 360 Math Screening Report: 62% of 1st grade students are at Level 3 or Level 4 25% of 1st grade students are at Level 2 and 13% of 1st grade students are at Level 1 Student populations: McKinney Vento: 40% scored at or above benchmark English Learners: 54% scored at or above benchmark Hispanic: 56% scored at or above benchmark Asian: 79% scored at or above benchmark SpEd: 50% 55% of 2nd grade students are at Level 3 or Level 4 30% of 2nd Grade students are at Level 2 and 15% of 2nd Grade students are at Level 1 Student populations: McKinney Vento: 36% scored at or above benchmark English Learners: 50% scored at or above benchmark	1st Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 18% in 1st grade. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 40% English Learners: Increase at or above students by 26% Hispanic: Increase at or above students by 19% Asian: Increase at or above students 1% proficient SpEd: Increase at or above students by 30% 2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 15% in 2nd grade. 5% of students in Level 1 will move to Level 2 or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic: 51% scored at or above benchmark Asian: 66% scored at or above benchmark SpEd: 60% 47% of 3rd grade students are at Level 3 or Level 4 30% of 3rd grade students are at Level 2 and 22% of 3rd grade students are at Level 1 Student populations: McKinney Vento: 30% scored at or above benchmark English Learners: 44% scored at or above benchmark Hispanic: 40% scored at or above benchmark Asian: 81% scored at or above benchmark SpEd: 32% 50% of 4th grade students are at Level 3 or Level 4 26% of 4th grade students are at Level 2 and 24% of 4th grade students are at Level 1 Student populations: McKinney Vento: 40% scored at or above benchmark English Learners: 48% scored at or above benchmark Hispanic: 38% scored at or above benchmark Asian: 78% scored at or above benchmark SpEd: 28%	All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 34% English Learners: Increase at or above students by 20% Hispanic: Increase at or above students by 19% Asian: Increase at or above students by 4% SpEd: Increase at or above students by 10% 3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 13% in 3rd grade. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 30% English Learners: Increase at or above students by 16% Hispanic: Increase at or above students by 20% Asian: Maintain at least 81% proficient SpEd: Increase at or above students by 28% 4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 15% in 4th grade. 9% of students in Level 1 will move to Level 2 or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	30% of 5th grade students are at Level 3 or Level 4 35% of 5th Grade student are at Level 2 and 35 % of 5th Grade students are at Level 1 Student populations: McKinney Vento: 0% scored at or above benchmark English Learners: 23% scored at or above benchmark Hispanic: 22% scored at or above benchmark Asian: 88% scored at or above benchmark SpEd: 12%	All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 25% English Learners: Increase at or above students by 17% Hispanic: Increase at or above students by 27% Asian: Maintain at least 78% proficient SpEd: Increase at or above students by 37% 5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 20% in 5th grade. 15% of students will move to Level 1 or higher. All students will show a minimum SGP of 50. Student populations: McKinney Vento: Increase at or above students by 50% English Learners: Increase at or above students by 27% Hispanic: Increase at or above students by 28% Asian: Maintain at least 88% proficient SpEd: Increase at or above students by 50%
Reclassification Third through Fifth grade	According to ELPAC taken in the spring of 2022, Brekke reclassified 27 students which is 18% of our total EL population.	The percent of English Learner students who are reclassified will be at least 25%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide grade levels with the necessary support to deliver quality Tier 1 instruction. Teachers will be given time to plan using the outcomes outlined in our Brekke Purposeful Planning Document. In addition, school administrators will set clear expectations, perform learning walks (classroom visits), and provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Professional Development (no cost)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for collaboration focused on discussing data, reflecting on teacher practices, and ensuring students are learning. The leadership team will meet to discuss, plan and develop support for teachers and students with implementation of the adopted ELA, ELD, and math curricula. Provide time for grade level and vertical teams to plan first instruction, analyze data, monitor student progress towards mastering ELA, math, and ELD standards, discuss common assessments, and identify intervention and enrichment opportunities during scheduled grade level meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

1000.00	LCFF Leadership Team Meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will be provided with summer professional development opportunities offered by the district with an emphasis on a Balanced Literacy Approach and strategic mathematical practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teacher extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for staff to attend professional development training that supports first instruction in ELA, Math, ELD, Writing, Social Studies, and Science curricula and best practices for technology (IE: CABE, NGSS, District training, VCOE, Lexia, ST Math, Zearn)

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)
1600.00	Title I 5000-5999: Services And Other Operating Expenditures cost for Professional development

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Enhance student learning through academic enrichment and 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)
6000.00	LCFF 5000-5999: Services And Other Operating Expenditures Fees

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All student populations with a focus on English learners, McKinney Vento, low socio-economic and students receiving special education services.

Strategy/Activity

Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who need additional supports to meet grade level goals, and create SMART goals designed to target, promote and measure growth.

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)
4000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitutes for monitoring meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with priority given to our lowest performing students.

Strategy/Activity

Literacy Intervention Teacher will provid targeted instruction using LLI curriculum.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support our core instructional programs and equipment repairs. Provide repairs or replace instructional and office technology equipment.

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Copy Machine service contract
4800.00	LCFF 4000-4999: Books And Supplies Warehouse Materials
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures Equipment Maintenance
1822.00	LCFF 4000-4999: Books And Supplies Warehouse cost and Publications
3000.00	LCFF

	4000-4999: Books And Supplies Ink for copy machines and printers
2800.00	LCFF 4000-4999: Books And Supplies Cost of document cameras, headphones and keyboards for learning
14000.00	LCFF 4000-4999: Books And Supplies Materials and supplies for daily operation
2900.00	LCFF 4000-4999: Books And Supplies Academic Incentives, Science Boards, Presentation material
2000.00	LCFF 4000-4999: Books And Supplies Replace playground and P.E. equiptment

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Spanish, Vietnamese and Filipino students

Strategy/Activity

Translation Services for Spanish, Vietnamese and Filipino population.

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)
1500.00	LCFF 2000-2999: Classified Personnel Salaries Translation Services

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Seesaw Learning Management System for grades TK and Kindergarten to allow staff to support language and problem solving development.

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

Amount(s)	Source(s)
550.00	Title I 5800: Professional/Consulting Services And Operating Expenditures contract agreement SeeSaw

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase Scholastic News materials to support Science and Social Studies instruction.

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

Amount(s)	Source(s)
520.00	Title I 4000-4999: Books And Supplies Scholastic News
300.00	Title I 4000-4999: Books And Supplies Social Studies Weekly

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes progress monitoring with all teachers, SST or 504 meetings during which diagnostic assessments identify targets to guide instruction.

Continue implementation of the RTI/MTSS model through progress monitoring, SST process in order to identify students that need Tier 2 or 3 supports.

Coordinate 504 meetings for students as needed. Provide small group interventions during the school day to students below grade level in ELA and math. Conduct IEP meetings to address academic and social emotional needs of Special Education students. Conduct Section 504 meetings to identify student eligibility for supports and accommodations.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create an MTSS committee and data team to support the continued identification of intervention and enrichment needs to support the implementation of the RTI/MTSS model.

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

Amount(s)	Source(s)
700.00	Title I 1000-1999: Certificated Personnel Salaries Committee extra hours

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Learners

Strategy/Activity

Provide extra clerical help to support all aspects of the instructional program for students, staff and community.

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

Amount(s)	Source(s)
2000.00	LCFF 2000-2999: Classified Personnel Salaries Clerical extra help

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

District-wide Trimester Benchmark Assessments (STAR 360, ELA, Math) will be utilized to assess and progress monitor all students in reading, math, and ELD at least three times a year. The school site will add additional STAR 360 ELA and math assessment dates for grades 2-5 to progress monitor ELA, math, and ELD on a bi-monthly basis.

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

Amount(s)	Source(s)
2000.00	LCFF Substitutes for Progress Monitoring

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage the use of Accelerated Reader, MYON, and Lexia for all K-5 students to increase number of words read and overall reading achievement for independent reading at home and at school. Conduct school-wide and grade level competitions to spark interest and usage. Provide incentives for those that reach their reading goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Cost of STAR 360, MYON
1000.00	LCFF 4000-4999: Books And Supplies Academic Incentives
	Centralized Services 2000-2999: Classified Personnel Salaries Library/Media Tech (LMT)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Facilitate transition presentations for 5th grade students moving to middle school that provide academic information and promotion requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct school wide and grade level competitions to encourage Lexia, Zearn and ST Math usage. Provide Incentives for students meeting Lexia, Zearn and ST Math goals.

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

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Incentives

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide two Intervention Service Providers to support ELA and Math instruction in grades 1-5. This will allow grade levels to target small groups of students and instruct in areas of identified need.

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)
29000.00	Title I 1000-1999: Certificated Personnel Salaries ISP teacher salary
29000.00	LCFF 1000-1999: Certificated Personnel Salaries ISP teacher salary

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All grade levels will select one project based activity to showcase the learning of the students.

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

Amount(s)	Source(s)
1055.00	Title I 4000-4999: Books And Supplies Materials

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will continue to incorporate the Depth of Knowledge (DOK) and Achievement Level Descriptors into their teaching to provide a deeper understanding of grade level mastery for all students in all academic areas. The DOK level will be matched with the level indicated in the Instructional Blueprints for each grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use ELPAC, STAR and ELD assessments to group students for daily designated ELD instruction in order to improve student ELPAC levels, help reclassify students, and meet the English Learner Progress Indicator. Provide incentives/awards for those who meet their goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1502.00	Title III 4000-4999: Books And Supplies

	Awards for students meeting ELPAC goals and or reclassifying

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELs) and recently reclassified students as outlined in the EL Master Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners with a special focus on our Vietnamese and Filipino students

Strategy/Activity

Provide tutoring opportunities for our English Learners focusing on overall language development and constructing and justifying mathematical claims in order to increase their achievement in mathematics. Teachers will offer after school tutoring and enrichment opportunities to meet student needs. This could include small group targeted instruction in reading and math and/or enrichment opportunities such as robotics and pickleball.

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)
11990.00	Title III 1000-1999: Certificated Personnel Salaries Cost for teacher extra hours
10000.00	LCFF - Intervention

	1000-1999: Certificated Personnel Salaries Teacher extra hours

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Utilize Canvas to monitor student progress with formative assessments using a four point rubric.

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)
	LCFF Professional Development

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The After School Program will be offered to students in grades TK-5 and will provide enrichment for students through opportunities for collaborative learning and enrichment lessons. Teacher Liaison and Site Coordinator will be designated for the After School Program to coordinate communication

with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

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

Amount(s)	Source(s)
	ASES No additional costs

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The effectiveness of strategies/activities based on measurable outcomes showed they were mostly successful. All grade levels increased in math and ELA achievement based on STAR 360 reports and preliminary CAASPP reports. Most grade levels met their goal and others made progress towards goals in both STAR 360 Reading and Math assessments. We targeted math instruction during the 2022-2023 school year and noticed a significant increase in student scores based on STAR results. In analyzing the performance assessments of our English Learner subgroup, we identified a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies. We also recognize that our Vietnamese population has increased and is in need of additional supports.

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

Money was allocated to provide after school tutoring services but not all teachers had the ability to spend additional time providing tutoring services.

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

As a site, we are focusing on Tier 1 instruction and standards-based outcomes. We will continue to focus on targeting small groups in the classroom. This is evidenced by providing a large amount of collaboration time and the hiring of an Intervention Service Provider to help with small group intervention. We are not allocating as much money for after school tutoring since the Extended Learning Opportunity Program funded the majority of extra staff hours. We will purchase the app SeeSaw for grade levels that utilized the program to capacity.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 91.6% for the 2022-2023 school year.	Achieve an annual average attendance rate of 95% percent or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 3.0 %.
Panorama Survey	Brekke students in 3rd-5th grade took the Panorama Survey three times during the 2022-2023 school year. The surveys were administered in September, February and May. The survey provided us with baseline data in the areas of student SEL competencies and learning supports/environments. The favorable ratings by SEL topic were: 3rd-5th grade (student perception data) Student engagement- 72% Good (80-99 percentile nationally)	3rd-5th grade: Show an increase of 5% in Growth Mindset, Self-Management, Teacher Student Relationships, and Sense of Belonging. Show an increase of 9% Emotion Regulation. K-2nd Grade: Increase all areas by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset- 67% Good (80-99 percentile nationally) Self-Management- 73% Good (60-79 percntile nationally) Social Awareness- 72% Good (60-79 percntile nationally) Emotion Regulation- 56% Good (80-99 percentile nationally) Teacher Student Relationships- 82% Excellent (80-99 percentile nationally) Sense of Belonging- 79% Good (80-99 percentile nationally) K-2nd Grade: (teacher perception data) Emotion Regulation- 79% Good Social Awareness- 71% Good Self-management- 50% fair Student groups: Overall- 78% good overall SEL perception data Mckinney Vento- 83% excellent overall SEL perception data English Learners- 80% excellent overall SEL perception data Hispanic- 79% good overall SEL perception data Fillipino:- 85% excellent overall SEL perception data Vietnamese-67% good overall SEL perception data SpEd- 65% good overall SEL perception data	
Office Referrals	Based on the data from the 2022-2023 school year, there were 47 office referrals. The prior year we had 59 office referrals .	Decrease the total number of office referrals by 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Analyze student PBIS, teacher referrals and Panorama data to identify areas of need and identify individual students that are in need of social emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene every month to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our Panorama data; specifically the sense of belonging and student-teacher relationships. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding engagement and participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries PBIS extra hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF 2000-2999: Classified Personnel Salaries Extra time for classified staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PBIS team to attend trainings for continued advancement in PBIS practices..

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)
550.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Cost of online registration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize campus supervisors to assist during recesses to maintain connectivity with students. Campus supervisors are an integral part of the positive behavior support systems. In addition,

provide campus supervisors with PBIS training to help support the structures in place and promote the positive school climate at Brekke.

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)
800.00	LCFF 2000-2999: Classified Personnel Salaries 2 hours daily campus supervision
300.00	LCFF 2000-2999: Classified Personnel Salaries Campus supervisors extra help

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will implement the STOIC approach and explicitly teach learning expectations for student behavior during instructional time to help reduce classroom disruptions and increase time spent on task.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide motivational decals and signage around the common areas of the school to improve school climate and promote positive behavior awareness. Encourage students to follow the Brekke

guidelines for success (Be Safe, Be Responsible, Be Respectful) and reward them with Dolphin Dollars and other incentives.

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)
306.00	Title I 4000-4999: Books And Supplies Cost of Doplin Dollars and Incentives
4000.00	LCFF 4000-4999: Books And Supplies Decals, signage, posters, and incentives

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Review and update site MTSS behavior pyramid as needed and continue its implementation using the SST process in order to identify and monitor students in need of targeted intervention to address social/emotional/and behavioral needs that are a barrier to academic success.

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

Amount(s)	Source(s)
	No Additional Cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Increase Tier 1 SEL support school-wide through class visits using Tier 1 core curriculum during class visits deliverd by the School Counselor.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Tier 2 research based individual and small group counseling services to students identified by Panorama and teacher observation data delivered by School Counselor.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Facilitate community circles with students who are in need of behavior or social/emotional support.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

	Counselor- No site cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Include mindfulness activities to support during structured breaks and self-care opportunities. This can occur during class time or in small groups outside the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Calming Kits are provided to each class to support social-emotional well being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600.00	Title I 4000-4999: Books And Supplies Items for kits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide engaging events and communication for our students and families through class visits and family nights such as "Passport to Exemplary" and "Blankets, Books and Bonding".

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 4000-4999: Books And Supplies multimedia equipment purchase
1000.00	District Funded 1000-1999: Certificated Personnel Salaries Counselor- Extra Hours
1000.00	LCFF 2000-2999: Classified Personnel Salaries Outreach Consultant- Extra Hours

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor and ORC will organize and lead a Student Leadership Team to ensure student voice and participation in building school community and planning school spirit weeks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site costs
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator- no site costs

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide growth mindset journals to promote school connectedness and promote growth mindset.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600.00	Title I 4000-4999: Books And Supplies Cost of books for students

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a Wellness Center (Dolphin Cove) that supports student social emotional needs. Dolphin Cove can be utilized by individuals, groups or classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Supplies for activities
3000.00	LCFF 4000-4999: Books And Supplies Supplies to replenish Dolphin Cove

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to attend class daily and on time through classroom incentives and awards (IE. certificates, ribbons, classroom celebrations, and shirts) for perfect attendance. Attendance groups will be created to monitor and provide incentives for students in need of additional motivation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Attendance Incentives
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist- no site cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and SART meetings will be held for those students with excessive tardies or absences to reduce chronic absenteeism. The attendance reports will be analyzed to address specific interventions (IE. student monitor groups, individual incentive plans, parent awareness meetings) needed to support chronic absenteeism and excessive tardies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator- No site cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue buiding a "Team" climate and participate in team building activities to encourage collaboration that will lead to improved student outcomes. This team building includes activities that foster staff connectedness and pride in our school site. SEL practices and data review will be incorporated into staff meetings.

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

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Supplies for activities

Strategy/Activity 21

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety and revisions will be made to improve ongoing emergency disaster preparedness. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills) Conduct an inventory of emergency preparedness supplies currently available at the school and replenish and replace items as needed. In addition, purchase supplies to support emotional well-being of students after an incident.

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

Amount(s)	Source(s)
1000.00	Title I 1000-1999: Certificated Personnel Salaries Cost of Teacher extra hours
1000.00	Title I 4000-4999: Books And Supplies Emergency replacement supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

During the school day we will provide enrichment opportunities such as Artist in the Classroom, Spirit Weeks and other activites to promote a positive school culture, cultivate creativity and develop a growth mindset.

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)
10000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Give the Panorama survey three times yearly to identify SEL needs.

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

Amount(s)	Source(s)

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Facilitate transition presentations for 5th grade students moving to middle school and provide opportunities for our incoming kindergarten students to feel safe and connected with Brekke School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries counselor and Teacher- no site cost

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Brekke school received the platinum level recognition for the second time from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our students. This indicates that the implementation of targeted activities was successful in creating a positive school climate. Brekke also received the Community Cares Award for outstanding support and care during the 2019 COVID pandemic. In 2022 we received the Innovative Practice award given by the California Department of Education for the ways we kept our students and families connected to school. Brekke students in 3rd-5th grade took the Panorama survey three times in the 2022-2023 school year. This provided data for student Social Emotional Learning (SEL) competencies and for learning supports/environment. Our overall rating was 85% favorable, which is in the excellent range. This indicates the implementation of activities focused on connecting students to school and building SEL skills had a positive impact on our students.

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

We used some of the funds designated for the Wellness Center to purchase supplies for Calming Kits for each class.

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

This year we will provide Calming Kits to each class to help students regulate their emotions to increase their focus on learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home/School Communication	According to the 2022-2023 Family/School Relationship survey through Panorama, 76% of our families responded favorably to the family/school communication they receive. 13.9% of our families responded to this survey.	Our goal is to increase the response to family/school communication to 80% favorable response from families. Increase the number of participants by 20% to ensure the data is valid and reliable to use as a baseline.
Parent perception of overall social and learning climate.	According to the 2022-2023 Family/School Relationship survey through Panorama, 83% of our parents responded favorably to the social and learning climate of Brekke School.	Our goal is to maintain an 80+% favorable response from families. Increase the number of participants by 10% to ensure the data is valid and reliable and use the data as a baseline.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create and distribute a parent survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance (ie. Survey Monkey, Google forms).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide Parent Education on topics of interest to increase parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3314.00	LCFF 4000-4999: Books And Supplies Parent Education, Cost of materials
2000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide support for parents, staff and students in the area of attendance, resiliency and referrals to outside agencies by the Outreach Specialist (ORC) and School Counselor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF 2000-2999: Classified Personnel Salaries ORC extra time
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide opportunities for parents of English Learners to attend the CABE Conference in the spring in an effort to educate them in supporting their child's English Language Development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600.00	Title III 5000-5999: Services And Other Operating Expenditures Cost of Registration for Ventura Chapter CABE conference

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide training for parents to support parent empowerment and engagement in their children's overall behavioral and academic achievement.

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

Amount(s)	Source(s)
1000.00	LCFF 2000-2999: Classified Personnel Salaries ORC Extra Time
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra hours

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries Counselor extra time
500.00	Title I 2000-2999: Classified Personnel Salaries ORC extra hours

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be informed of Brekke's Purposeful Planning document, outcomes expected by grade levels, school highlights, positive behavior plans, and ways to continue supporting success at school.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Back to School Night, Open House, Trimester Coffee with the Principal/Team Meetings, and family events (such as our "Passport to Exemplary" and "Books, Bonding and Blankets"), focusing on technology, district adopted apps and classroom expectations to increase parent involvement in their children's education.

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

Amount(s)	Source(s)
1000.00	LCFF 4000-4999: Books And Supplies Supplies for coffee with Principal/Team
500.00	Title I 2000-2999: Classified Personnel Salaries ORC Extra Time

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to Parent/Teacher Conferences in the Fall and Spring (Spring conferences are specifically for students who are 'at promise.')

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 2000-2999: Classified Personnel Salaries Translation Services

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to SST's, Section 504 Plan meetings, and IEP meetings to inform and provide the best possible interventions and supports for students; increase students' positive behavior/social-emotional well being and ELA, Math and/or ELD success as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain effective communication between school and home using Connect Ed calls, Parent Square, flyers, letters, website, social-media, and by providing translation during meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
650.00	Title III 2000-2999: Classified Personnel Salaries Classified extra hours for translation

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Consult the School Site Council for the review of School Compact and Parent Involvement Policy to help strengthen home school partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office staff will participate in weekly meetings about customer service and strengthening ties with families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and parent/child relationships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	PTA/PTO Expenses generated for family events and enrichment opportunities.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

	ASES

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Sign-in sheets indicated that parent attendance did not reflect high levels of interest in parent educational topics. However, parent attendance at our Passport to Exemplary events was high. We conclude that parents are more interested in hands on family activities. Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting an interest survey and make a clearer connection between their involvement and student achievement at Brekke.

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

One of our goals was to send out a parent survey asking what topics are most engaging. The survey was created but not pushed out because it needs to be modified so it is not duplicating information on the district parent surveys.

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

Brekke will use ParentSquare this year to communicate in a more timely and consistent manner informing our parents regarding upcoming events.

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	$57,523.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$180,759.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount ($)
Title I	$42,781.00
Title III	$14,742.00

Subtotal of additional federal funds included for this school: $57,523.00

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

State or Local Programs	Amount ($)
District Funded	$1,000.00
LCFF	$108,236.00
LCFF - Intervention	$14,000.00

Subtotal of state or local funds included for this school: $123,236.00

Total of federal, state, and/or local funds for this school: $180,759.00

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
Title I	42,781.00	0.00
Title III	14,742.00	0.00
LCFF	108,236.00	0.00
LCFF - Intervention	14,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
LCFF	108,236.00
LCFF - Intervention	14,000.00
Title I	42,781.00
Title III	14,742.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	1,000.00
	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF	33,000.00
2000-2999: Classified Personnel Salaries	LCFF	8,600.00
4000-4999: Books And Supplies	LCFF	45,636.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	14,000.00

1000-1999: Certificated Personnel Salaries	Title I	31,700.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	6,881.00
5000-5999: Services And Other Operating Expenditures	Title I	1,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,100.00
1000-1999: Certificated Personnel Salaries	Title III	11,990.00
2000-2999: Classified Personnel Salaries	Title III	650.00
4000-4999: Books And Supplies	Title III	1,502.00
5000-5999: Services And Other Operating Expenditures	Title III	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	138,039.00
Goal 2	29,156.00
Goal 3	13,564.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tammy R. Smith	Principal
Amy Hawkins	Classroom Teacher
Stephen Carrier	Classroom Teacher
Torrey Rodriguez	Parent or Community Member
Ashleigh Arias	Other School Staff
Jessica Joens	Parent or Community Member
Veronica Conejo	Parent or Community Member
Erica Cahue	Parent or Community Member
Terry Lopez	Classroom Teacher
Amanda Ochoa	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

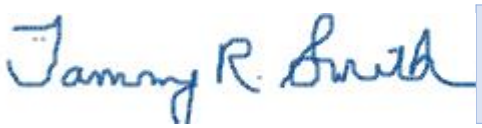
Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 7, 2022.

Attested:

	Principal, Tammy Smith on 5/27/23
	SSC Chairperson, Ashleigh Arias on 5/30/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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