

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Braly Elementary School	43-69674-6048813	May 10, 2024	June 13, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Braly Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

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

Braly's SPSA goals are aligned to the LCAP for Santa Clara Unified School District. We are committed to increasing student attendance and providing intensive data driven interventions for students who are not performing at grade level in both math and language arts. Braly has an intervention TOSA and paraprofessional dedicated to working with students who are performing below grade level standards.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council/ELAC members and school staff had opportunities to give input and review SPSA goals in March and April during our regular meetings. Progress towards goals are reviewed and CAASPP & iReady data are analyzed.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Braly's chronic absenteeism is in the yellow performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In LA our ELL and Low Socioeconomically Disadvantage groups are 2 performance levels below "all student performance" In math our Hispanic and and Low Socioeconomically Disadvantage groups are 2 performance levels below "all student performance"

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

NA

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Braly Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.5%	0.56%	0.85%	2	2	3
African American	1.8%	1.68%	0.85%	7	6	3
Asian	44.8%	42.74%	37.22%	171	153	131
Filipino	3.9%	2.79%	2.56%	15	10	9
Hispanic/Latino	27.8%	30.73%	36.36%	106	110	128
Pacific Islander	0.8%	1.96%	0.85%	3	7	3
White	14.7%	13.97%	14.49%	56	50	51
Multiple/No Response	5.8%	5.31%	6.82%	22	19	24
Total Enrollment				382	358	352

Enrollment By Grade Level

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

Conclusions based on this data:

1. Braly has continued to have fluctuating enrollment due to a high mobility rate among families and the need to overload students from their neighborhood schools in order to keep class sizes low.
2. Asian students (Asian Indian being the majority within this group) make up the highest percentage of Braly students. While Hispanic students make up the 2nd largest population.
3. White students are the third largest racial/ethnic group and the population has been steady over the years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	117	163	149	30.60%	45.5%	42.3%
Fluent English Proficient (FEP)	60	56	68	15.70%	15.6%	19.3%
Reclassified Fluent English Proficient (RFEP)	7	25	30	6.0%	7.0%	8.5%

Conclusions based on this data:

1. EL population has held steady at 46% of student population.
2. The fluent English (Initially identified as fluent English proficient, or IFEP) population has also remained stable over 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	41	55	0	40	51	0	40	51	0.0	97.6	92.7
Grade 4	48	52	40	0	52	34	0	52	34	0.0	100.0	85.0
Grade 5	48	42	53	0	42	48	0	42	48	0.0	100.0	90.6
All Grades	159	135	148	0	134	133	0	134	133	0.0	99.3	89.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2431.	2437.		35.00	33.33		10.00	19.61		25.00	19.61		30.00	27.45
Grade 4		2516.	2497.		48.08	32.35		19.23	32.35		11.54	14.71		21.15	20.59
Grade 5		2551.	2561.		47.62	43.75		21.43	31.25		19.05	8.33		11.90	16.67
All Grades	N/A	N/A	N/A		44.03	36.84		17.16	27.07		17.91	14.29		20.90	21.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.00	27.45		50.00	56.86		20.00	15.69
Grade 4		38.46	35.29		48.08	47.06		13.46	17.65
Grade 5		28.57	41.67		61.90	45.83		9.52	12.50
All Grades		32.84	34.59		52.99	50.38		14.18	15.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.50	31.37		47.50	43.14		25.00	25.49
Grade 4		28.85	29.41		57.69	55.88		13.46	14.71
Grade 5		34.15	43.75		53.66	41.67		12.20	14.58
All Grades		30.08	35.34		53.38	45.86		16.54	18.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00	13.73		65.00	74.51		20.00	11.76
Grade 4		21.15	26.47		75.00	67.65		3.85	5.88
Grade 5		14.29	25.00		73.81	70.83		11.90	4.17
All Grades		17.16	21.05		71.64	71.43		11.19	7.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.50	19.61		52.50	58.82		25.00	21.57
Grade 4		28.85	26.47		53.85	55.88		17.31	17.65
Grade 5		28.57	27.08		61.90	58.33		9.52	14.58
All Grades		26.87	24.06		55.97	57.89		17.16	18.05

Conclusions based on this data:

1. The percent of students completing CAASPP/ELA decreased from 2021-2022 with 99% of students taking the test to 90% in 2022-2023. In 2023-2024 students will complete CAASPP testing in May 2024.
2. Students overall have shown increased scale scores with the percent meeting/exceeding grade level standard going from 45% in 2021-2022 to 53% in 2022-2023. 2023-2024 students will complete CAASPP testing in May 2024
3. There has been a slight decrease in students nearly meeting/meeting/exceeding standard in 2022-2023 in reading, writing, & research & Inquiry. Students slightly increased in listening. 2023-2024 students will complete CAASPP testing in May 2024.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	41	55	0	40	55	0	40	55	0.0	97.6	100.0
Grade 4	48	52	40	0	52	39	0	52	39	0.0	100.0	97.5
Grade 5	48	42	53	0	42	52	0	42	51	0.0	100.0	98.1
All Grades	159	135	148	0	134	146	0	134	145	0.0	99.3	98.6

* 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		2436.	2449.		30.00	40.00		10.00	20.00		30.00	9.09		30.00	30.91
Grade 4		2535.	2518.		53.85	41.03		15.38	25.64		13.46	17.95		17.31	15.38
Grade 5		2558.	2542.		40.48	45.10		26.19	11.76		19.05	11.76		14.29	31.37
All Grades	N/A	N/A	N/A		42.54	42.07		17.16	18.62		20.15	12.41		20.15	26.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.00	43.64		45.00	29.09		25.00	27.27
Grade 4		59.62	48.72		21.15	33.33		19.23	17.95
Grade 5		50.00	43.14		35.71	35.29		14.29	21.57
All Grades		47.76	44.83		32.84	32.41		19.40	22.76

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00	40.00		45.00	30.91		30.00	29.09
Grade 4		36.54	30.77		40.38	48.72		23.08	20.51
Grade 5		33.33	41.18		50.00	33.33		16.67	25.49
All Grades		32.09	37.93		44.78	36.55		23.13	25.52

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00	32.73		57.50	50.91		17.50	16.36
Grade 4		53.85	35.90		28.85	46.15		17.31	17.95
Grade 5		28.57	31.37		54.76	52.94		16.67	15.69
All Grades		37.31	33.10		45.52	50.34		17.16	16.55

Conclusions based on this data:

1. Overall, grades 3-5 show that 60.69% of students are meeting or exceeding the performance standards.
2. There was a slight decrease in concepts and procedures and a slight increase in communicating & reasoning from 2021-2022 to 2022-2023.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	1410.6	1410.5	1401.5	1413.5	1418.1	1395.6	1403.7	1392.6	1415.0	34	36	45
1	1440.4	1413.4	1407.8	1460.1	1421.6	1407.5	1420.3	1404.7	1407.5	34	22	28
2	1442.4	1485.1	1453.3	1434.8	1494.1	1450.8	1449.4	1475.6	1455.0	25	31	21
3	1499.1	1483.1	1487.7	1487.4	1489.6	1498.2	1510.4	1476.1	1476.6	20	19	23
4	1477.1	1527.7	1529.5	1469.7	1534.9	1538.1	1484.2	1520.0	1520.5	18	15	20
5	1465.2	*	1501.9	1470.6	*	1486.4	1459.7	*	1516.5	13	8	17
All Grades										144	131	154

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	23.53	16.67	15.56	20.59	30.56	17.78	32.35	33.33	31.11	23.53	19.44	35.56	34	36	45
1	17.65	18.18	7.14	35.29	27.27	14.29	20.59	18.18	28.57	26.47	36.36	50.00	34	22	28
2	12.50	12.90	4.76	37.50	48.39	38.10	29.17	32.26	33.33	20.83	6.45	23.81	24	31	21
3	33.33	15.79	8.70	22.22	36.84	39.13	33.33	31.58	43.48	11.11	15.79	8.70	18	19	23
4	27.78	33.33	30.00	38.89	40.00	35.00	11.11	20.00	25.00	22.22	6.67	10.00	18	15	20
5	30.77	*	23.53	15.38	*	35.29	30.77	*	11.76	23.08	*	29.41	13	*	17
All Grades	22.70	18.32	14.29	29.08	36.64	27.27	26.24	28.24	29.87	21.99	16.79	28.57	141	131	154

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	17.65	19.44	20.00	26.47	30.56	13.33	29.41	30.56	28.89	26.47	19.44	37.78	34	36	45
1	35.29	31.82	10.71	35.29	18.18	32.14	20.59	27.27	7.14	8.82	22.73	50.00	34	22	28
2	20.83	38.71	14.29	29.17	29.03	33.33	29.17	29.03	28.57	20.83	3.23	23.81	24	31	21
3	38.89	36.84	47.83	33.33	36.84	26.09	16.67	15.79	17.39	11.11	10.53	8.70	18	19	23
4	38.89	60.00	50.00	33.33	33.33	25.00	11.11	0.00	20.00	16.67	6.67	5.00	18	15	20
5	38.46	*	35.29	38.46	*	35.29	7.69	*	5.88	15.38	*	23.53	13	*	17
All Grades	29.79	34.35	27.27	31.91	30.53	25.32	21.28	22.90	19.48	17.02	12.21	27.92	141	131	154

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	23.53	8.33	13.33	14.71	16.67	22.22	32.35	58.33	35.56	29.41	16.67	28.89	34	36	45
1	14.71	13.64	10.71	29.41	13.64	10.71	14.71	22.73	7.14	41.18	50.00	71.43	34	22	28
2	8.33	0.00	4.76	41.67	41.94	33.33	16.67	35.48	23.81	33.33	22.58	38.10	24	31	21
3	22.22	0.00	4.35	22.22	26.32	17.39	33.33	36.84	39.13	22.22	36.84	39.13	18	19	23
4	11.11	0.00	15.00	44.44	46.67	30.00	11.11	46.67	30.00	33.33	6.67	25.00	18	15	20
5	7.69	*	5.88	15.38	*	29.41	46.15	*	29.41	30.77	*	35.29	13	*	17
All Grades	15.60	5.34	9.74	27.66	25.95	22.73	24.11	42.75	27.92	32.62	25.95	39.61	141	131	154

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	23.53	33.33	22.22	50.00	52.78	40.00	26.47	13.89	37.78	34	36	45
1	52.94	40.91	32.14	38.24	36.36	28.57	8.82	22.73	39.29	34	22	28
2	16.67	41.94	14.29	66.67	51.61	66.67	16.67	6.45	19.05	24	31	21
3	50.00	47.37	34.78	44.44	31.58	47.83	5.56	21.05	17.39	18	19	23
4	55.56	66.67	50.00	27.78	26.67	45.00	16.67	6.67	5.00	18	15	20
5	30.77	*	23.53	53.85	*	47.06	15.38	*	29.41	13	*	17
All Grades	37.59	41.98	28.57	46.81	45.04	44.16	15.60	12.98	27.27	141	131	154

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	17.65	8.33	15.56	52.94	58.33	46.67	29.41	33.33	37.78	34	36	45
1	26.47	13.64	7.14	58.82	68.18	53.57	14.71	18.18	39.29	34	22	28
2	16.67	32.26	9.52	54.17	64.52	66.67	29.17	3.23	23.81	24	31	21
3	35.29	47.37	43.48	47.06	42.11	47.83	17.65	10.53	8.70	17	19	23
4	33.33	53.33	70.00	50.00	40.00	20.00	16.67	6.67	10.00	18	15	20
5	46.15	*	64.71	38.46	*	5.88	15.38	*	29.41	13	*	17
All Grades	26.43	29.77	29.87	52.14	54.20	42.86	21.43	16.03	27.27	140	131	154

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	17.65	13.89	13.33	52.94	72.22	55.56	29.41	13.89	31.11	34	36	45
1	32.35	18.18	14.29	29.41	27.27	14.29	38.24	54.55	71.43	34	22	28
2	16.67	3.23	4.76	58.33	74.19	57.14	25.00	22.58	38.10	24	31	21
3	22.22	0.00	0.00	50.00	47.37	56.52	27.78	52.63	43.48	18	19	23
4	16.67	0.00	15.00	50.00	86.67	50.00	33.33	13.33	35.00	18	15	20
5	15.38	*	17.65	38.46	*	52.94	46.15	*	29.41	13	*	17
All Grades	21.28	9.16	11.04	46.10	61.83	47.40	32.62	29.01	41.56	141	131	154

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	32.35	13.89	44.44	35.29	52.78	33.33	32.35	33.33	22.22	34	36	45
1	14.71	4.55	10.71	47.06	59.09	46.43	38.24	36.36	42.86	34	22	28
2	12.50	19.35	14.29	45.83	64.52	66.67	41.67	16.13	19.05	24	31	21
3	27.78	0.00	8.70	61.11	84.21	65.22	11.11	15.79	26.09	18	19	23
4	11.11	6.67	30.00	50.00	80.00	55.00	38.89	13.33	15.00	18	15	20
5	0.00	*	17.65	75.00	*	52.94	25.00	*	29.41	12	*	17
All Grades	18.57	11.45	24.03	48.57	64.12	50.00	32.86	24.43	25.97	140	131	154

Conclusions based on this data:

1. In 2022-2023 154 students were tested on the ELPAC Summative & 14% of students scored at Level 4, 27% at level 3, 30% at level 2, and 29% at level 1
2. 27% of students scored Level 4 on the Oral Language Component, while only 10% scored Level 4 on the Written Component. Writing continues to be an area for improvement.

3. On the Oral Language Component 29% of students scored "Well-Developed" on the Listening portion, 30% scored "Well Developed" on the Speaking, 11% scored "Well Developed" on the Reading, & 24% scored "Well Developed" on the Writing. A much larger percentage of students scored "Somewhat Developed " in these areas (Listening 44%, Speaking 43%, Reading 47%, & 50% Writing)

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
352	44	42.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Braly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	42.3
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	155	44
Students with Disabilities	63	17.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9
American Indian	3	0.9
Asian	131	37.2
Filipino	9	2.6
Hispanic	128	36.4
Two or More Races	24	6.8
Pacific Islander	3	0.9
White	51	14.5

Conclusions based on this data:

1. Current Enrollment at Braly is 382. While there have been fluctuations, enrollment has declined over the past 3 years.
2. Current English Learner population is 46%, Socioeconomically Disadvantaged is approximately 30%, and there are currently 20% of students with Disabilities.
3. While the overall enrollment is decreasing, students with high needs (EL, SED, SWD) have increased in the past year.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1. Braly's overall academic achievement in ELA, Math, & ELL is in the green
2. The suspension rate is very low and in the blue
3. Chronic absenteeism is remains high at 18% of students and remains in the Orange.

School and Student Performance Data

Academic Performance English Language Arts

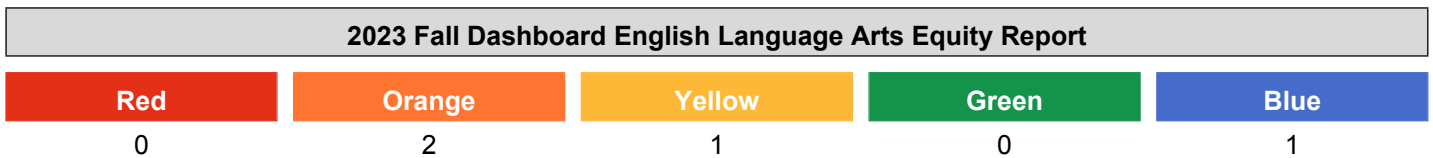
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>29.3 points above standard</p> <p>Maintained -1.4 points</p> <p>121 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>19.7 points below standard</p> <p>Decreased Significantly -20.2 points</p> <p>58 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>29.9 points below standard</p> <p>Maintained +0.8 points</p> <p>62 Students</p>	<p>Students with Disabilities</p> <p>63.5 points below standard</p> <p>Increased Significantly +57.3 points</p> <p>30 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	 Blue 69.3 points above standard Maintained -0.6 points 43 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 46.2 points below standard Increased +5.8 points 48 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	93.2 points above standard Increased Significantly +23.6 points 19 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.4 points below standard Maintained -2.7 points 31 Students	57.3 points above standard Decreased -8.3 points 28 Students	71.4 points above standard Increased Significantly +21.8 points 47 Students

Conclusions based on this data:

- Overall performance on CAASPP/ELA maintained in the Blue for 121 students tested.
- English Learners, Socioeconomically Disadvantaged and Hispanic students all had low scale scores within the Yellow range. Our Asian students continue to score in the Blue.
- Reclassified Students decreased slightly and English Only students had a significant increase in their average scale scores. Both have points above the standard.

School and Student Performance Data

Academic Performance Mathematics

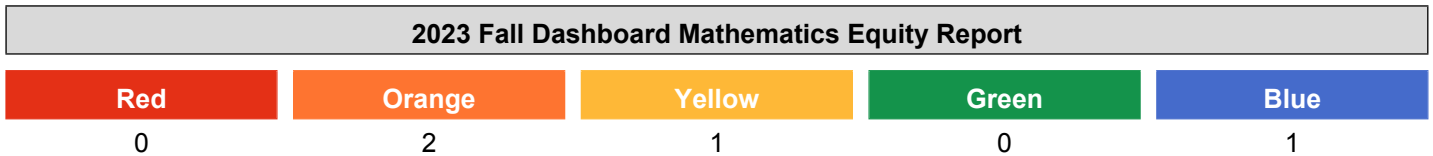
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 22.6 points above standard Decreased -3.4 points 121 Students	English Learners  Yellow 10.8 points below standard Decreased -10.7 points 58 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 31.5 points below standard Maintained -0.3 points 62 Students	Students with Disabilities 55.5 points below standard Increased Significantly +57.9 points 30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	 Blue 66.8 points above standard Maintained +2.2 points 43 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.5 points below standard Maintained -1.8 points 48 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	74.8 points above standard Increased +14.5 points 19 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71 points below standard Increased Significantly +15.2 points 31 Students	43.8 points above standard Decreased -9.4 points 28 Students	44.9 points above standard Increased +4.4 points 47 Students

Conclusions based on this data:

1. Overall students scored in the green and had points above standard. English Learners average scale score was slightly below standard.
2. Socioeconomically Disadvantaged and Hispanic students maintained their status in the orange with a slight decrease in scale scores and are below standard.

School and Student Performance Data

Academic Performance English Learner Progress

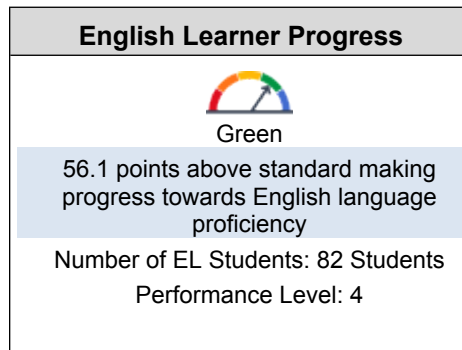
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 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
9	24	0	46

Conclusions based on this data:

1. ELL are in the green and making progress towards proficiency.
2. Approximately 50% of ELL have a performance level 4.
3. 46 ELL progressed at least 1 performance level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>17.9% Chronically Absent</td> </tr> <tr> <td>Declined Significantly -6.6</td> </tr> <tr> <td>386 Students</td> </tr> </tbody> </table>	All Students	 Yellow	17.9% Chronically Absent	Declined Significantly -6.6	386 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>16.1% Chronically Absent</td> </tr> <tr> <td>Declined Significantly -8.9</td> </tr> <tr> <td>186 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	16.1% Chronically Absent	Declined Significantly -8.9	186 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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Homeless															
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Declined -11.3															
80 Students															

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 4 Students	 Yellow 15.5% Chronically Absent Declined -0.7 148 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.3% Chronically Absent Declined -14.1 139 Students	20.8% Chronically Absent Increased 6.5 24 Students	Less than 11 Students 4 Students	 Yellow 20% Chronically Absent Declined -6.9 55 Students

Conclusions based on this data:

1. Overall chronic absenteeism was high at 18% and in the yellow.
2. All ethnicities are in the yellow
3. Students with disabilities had the highest rate of absenteeism and are in the orange.

School and Student Performance Data

Conditions & Climate Suspension Rate

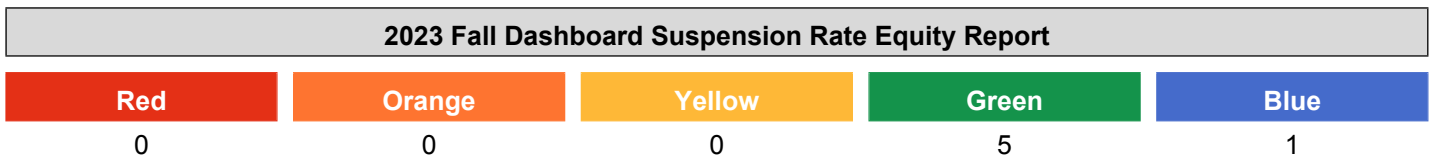
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Blue	 No Performance Color
0.7% suspended at least one day	0% suspended at least one day	0 Students
Declined Significantly -1 409 Students	Declined Significantly -2.2 194 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Green	 Green
	1.1% suspended at least one day	1.2% suspended at least one day
	Declined Significantly -2.5 186 Students	Declined -1.9 83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center">  Green 0.6% suspended at least one day Declined -0.5 159 Students </p>	<p>Less than 11 Students 9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Green 0.7% suspended at least one day Declined -1 144 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 24 Students </p>	<p>Less than 11 Students 6 Students</p>	<p align="center">  Green 1.7% suspended at least one day Declined -2.1 60 Students </p>

Conclusions based on this data:

1. Braly's rate of suspension remains very low.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Achievement in Language Arts

Grades 3-5: By the end of 2025, students will increase proficiency by 10% in reading as measured by Fountas and Pinnell (F&P), iReady and CAASPP data. In addition, both Hispanic, EL, and Economically Disadvantaged population will increase proficiency by 10%.

K-5: The overall percentage of students reading at/above grade level as measured by Fountas and Pinnell (F&P) will increase by 10%. The proficiency percentage of Hispanic, EL and Economically Disadvantaged students meeting/exceeding grade level standards will increase by 10% by the end of the 2024/2025 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to improve student performance on iReady, F&P, ELPAC, & CAASPP in order to narrow/close the achievement gap between Hispanic and English Learner students and their higher achieving peers. iReady data shows 32% of all students and 51% of English only students are at grade level whereas only 12% of Hispanic students and 12% of EL students are at or above grade level standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5: Fountas & Pinnell (F&P) Reading Assessment, iReady Assessment, 3-5: CAASPP/ELA	K-5 F&P shows 54% of all students are reading on or above grade level. K-5 iReady shows 32% of all students are reading on or above grade level.	The overall iReady/F&P ELA achievement will increase the number of students meeting/exceeding by 10% Hispanic achievement will increase the number of students meeting/exceeding by 10%. EL achievement will increase number of students meeting/exceeding by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide intervention for SED and lower performing students at all grade levels.	all students	67384 Targeted Allocation TOSA Intervention Support 500 Targeted Allocation Materials
1.2	Provide reading materials that are highly engaging with low readability	Students performing below grade level	2700 Targeted Allocation materials

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All District supported curriculum, including UFLI phonics program and Lucy Calkins Units of Study will be used daily with fidelity. Coaching cycles for phonics will be implemented and an intervention TOSA and para will support students who are performing below grade level. Grade level PLC's will analyze data on a regular basis to inform instruction.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a need to improve student performance on iReady and CAASPP in order to narrow/close the achievement gap between Hispanic and English Learner students and their higher achieving peers. iReady data shows 27% of all students and 51% of English only students are at grade level whereas only 7% of Hispanic students and 10% of EL students are at or above grade level standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5: IReady math diagnostic 3-5: CAASPP/Math	Overall iReady data shows 27% of all students are meeting or exceeding state standards. CAASPP data shows that 48% of all 3rd-5th students are meeting or exceeding state standards.	Overall iReady Math achievement will increase by 10% of students meeting/exceeding standards. Hispanic student achievement will increase by 10% of students meeting/exceeding standards. ELL achievement will increase by 10% of students meeting/exceeding standards.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Math Enrichment	Students Above Benchmark Levels (4th and 5th Grade)	1,500 Targeted Allocation Math Olympiad Teacher 250 Targeted Allocation Materials
1.2	Intervention Support TOSA will work throughout the year with all students needing intervention in math	All	
1.3	Materials to engage students in math activities	all	1000 Targeted Allocation STEAM materials

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All District supported curriculum, including Origo math program will be used daily with fidelity. An Intervention TOSA and para will support students who are performing below grade level. Grade level PLC's will analyze data on a regular basis to inform instruction.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative Assessment	As of the end of 2022-2023, 20% of our English Language Learners were reclassified as English Proficient.	The results of the 23-24 ELPAC summative will be reviewed early in fall 2024 to establish a specific outcomes based on most current data. We expect to increase the percentage of students who reclassify by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Translation Services	All	500

			Targeted Allocation
			Translation Services
1.2	Paraprofessional for small group intervention and EL Support	EL Students	9463 Targeted Allocation Paraprofessional

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All ELL students will received designated ELD daily with fidelity. An Intervention TOSA and para will support students who are not progressing towards English proficiency. Grade level PLC's will analyze data on a regular basis to inform instruction for designated ELD.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate, Absenteeism, and Behavior

The staff, students, parents and administration will focus on a positive and inclusive school climate at Braly Elementary School. A positive climate will improve morale, emphasize school pride, involve the school community and offer student chances to excel in both academic and non- academic programs.

90% or more students who are surveyed on school climate will respond positively to questions regarding academic motivation, having at least one caring adult on campus and that they have opportunities to engage in meaningful participation in school.

All students and staff will work in an environment that supports physical and emotional health and safety. Maintain at least 95% average daily attendance. Decrease chronic absenteeism to 10% or below overall and reduce absenteeism of most affected students. Maintain positive student behavior and social interactions with the help of Wellness and SEL support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Support students with chronic absenteeism, and behavior concerns.	All	300 Targeted Allocation Purchase SEL Assessment Tool
1.2	Professional Development to support SEL/Wellness	all	800 Targeted Allocation Professional Development & Subs
1.3	Supplemental resources to support SEL/Wellness	All	1,000 Targeted Allocation Materials for Calming Space
1.4	School Assemblies to promote a positive school climate		900 Targeted Allocation Marc Griffith motivational speaker
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Funds will be used to improve the wellness room by adding resources for a calming space where students can refocus. Beginning of the year staff development will include a review of Second Step curriculum and how best to use it to support students' social emotional needs. Families of Students who fall below 90% attendance will receive letters informing them of their child's attendance record and calls will be made to support families in increasing attendance and understanding the importance of daily attendance.

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

N/A

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

N/A

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$86,297.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$86,297.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$86,297.00

Total of federal, state, and/or local funds for this school: \$86,297.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	86,297	0.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	86,297.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	86,297.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,584.00
Goal 2	2,750.00
Goal 3	9,963.00
Goal 4	3,000.00

School Site Council Membership

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

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

Name of Members	Role
Danielle Metz	Principal
Elisabeth Gallegos	Other School Staff
Kaitlin Sealey	Classroom Teacher
Erika Elias	Classroom Teacher
Alysia Ogden	Classroom Teacher
Kathryn Wolfe	Parent or Community Member
Guillermina Guillen-Omar	Parent or Community Member
Katherine Cerda	Parent or Community Member
Akshaya Vaddadi	Parent or Community Member
Diana Perez	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

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 .

Attested:

Principal, Danielle M. Metz on

SSC Chairperson, Guilermina Guillen-Omar, on