



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bracher Elementary School	43-69674-6048805	May 12, 2023	June 8, 2023

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 Bracher 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.

Bracher Elementary School is a small neighborhood school that utilizes collaboration among staff through the PLC process to increase student success in core content areas. We are also a bronze, silver and gold award winning PBIS school with high standards for student behavior. We use state, district and site level assessment data to monitor progress of all students. As a site, we regularly review and evaluate standards, create common formative assessments and use student performance data to inform instruction and intervention. At weekly PLC meetings, staff look at data and student progress, then create lessons and tasks to move students forward. During this process we determine interventions; then by using flexible groupings we regroup students across all grade levels to provide interventions, extensions and other supports.

Educational Partner Involvement

How, when, and with whom did your Bracher 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

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

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

October - April: SSC and ELAC assesses school data and makes revisions if necessary.

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

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

June: The SPSA is submitted for SCUSD Board Approval.

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.

The California School Dashboard indicates that the overall performance for ELA, Math, EL Progress and Suspension Rates are all in the "Orange" 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.

The California School Dashboard does not indicate any student groups that are two or more performance levels below the "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.

Chronic Absenteeism, though it has improved for all student populations, is an area of need for English Learners, Hispanic Students, Socioeconomically Disadvantaged Students and Students with Disabilities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Bracher 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	0.3%	%	0.42%	1		1
African American	3.3%	3.99%	4.66%	10	11	11
Asian	19.2%	19.57%	21.61%	59	54	51
Filipino	5.5%	4.35%	2.54%	17	12	6
Hispanic/Latino	46.9%	47.46%	47.88%	144	131	113
Pacific Islander	2.9%	1.45%	1.27%	9	4	3
White	15.0%	15.22%	14.41%	46	42	34
Multiple/No Response	6.2%	7.25%	6.78%	19	20	16
Total Enrollment				307	276	236

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	35	40	35
Grade 1	54	34	41
Grade 2	54	51	34
Grade3	45	45	48
Grade 4	64	43	46
Grade 5	55	63	46
Total Enrollment	307	276	250

Conclusions based on this data:

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

School and Student Performance Data

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)	72	67	67	23.50%	26.4%	24.2%
Fluent English Proficient (FEP)	48	38	36	15.60%	13.8%	15.3%
Reclassified Fluent English Proficient (RFEP)	5	19	16	6.9%	6.9%	6.8%

Conclusions based on this data:

1. The percentage of students identified as EL remains relatively stable year over year.
2. Our FEP student numbers and percentages remain relatively stable.
3. The unchanging RFEP percentage warrants investigating the factors/barriers prohibiting students from making more progress on improving English language acquisition and being reclassified.

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	47	44	48	0	42	47	0	42	47	0.0	95.5	97.9
Grade 4	61	44	45	0	44	43	0	44	43	0.0	100.0	95.6
Grade 5	54	65	46	0	65	44	0	65	44	0.0	100.0	95.7
All Grades	162	153	139	0	151	134	0	151	134	0.0	98.7	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2457.	2397.		40.48	21.28		26.19	14.89		9.52	17.02		23.81	46.81
Grade 4		2434.	2475.		15.91	34.88		22.73	25.58		20.45	13.95		40.91	25.58
Grade 5		2514.	2439.		29.23	13.64		21.54	27.27		29.23	6.82		20.00	52.27
All Grades	N/A	N/A	N/A		28.48	23.13		23.18	22.39		21.19	12.69		27.15	41.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.71	12.77		57.14	61.70		7.14	25.53
Grade 4		18.18	25.58		59.09	55.81		22.73	18.60
Grade 5		24.62	6.82		60.00	52.27		15.38	40.91
All Grades		25.83	14.93		58.94	56.72		15.23	28.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33	14.89		50.00	44.68		16.67	40.43
Grade 4		6.82	21.43		50.00	57.14		43.18	21.43
Grade 5		29.23	18.18		53.85	34.09		16.92	47.73
All Grades		23.84	18.05		51.66	45.11		24.50	36.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14	4.26		80.95	65.96		11.90	29.79
Grade 4		11.36	13.95		65.91	69.77		22.73	16.28
Grade 5		12.31	9.09		69.23	45.45		18.46	45.45
All Grades		10.60	8.96		71.52	60.45		17.88	30.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.05	14.89		66.67	51.06		14.29	34.04
Grade 4		6.82	20.93		63.64	55.81		29.55	23.26
Grade 5		23.08	11.36		53.85	45.45		23.08	43.18
All Grades		17.22	15.67		60.26	50.75		22.52	33.58

Conclusions based on this data:

1. ELA trends indicate a need for additional targeted ELA intervention support.
2. 4th grade students demonstrated the largest overall improvement, while other grade levels posted a decline in performance.

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	47	44	48	0	42	48	0	42	48	0.0	95.5	100.0
Grade 4	61	44	45	0	43	44	0	43	44	0.0	97.7	97.8
Grade 5	54	65	46	0	64	46	0	64	46	0.0	98.5	100.0
All Grades	162	153	139	0	149	138	0	149	138	0.0	97.4	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2458.	2400.		35.71	12.50		23.81	22.92		19.05	20.83		21.43	43.75
Grade 4		2434.	2480.		9.30	25.00		18.60	18.18		39.53	36.36		32.56	20.45
Grade 5		2514.	2466.		29.69	21.74		9.38	8.70		26.56	23.91		34.38	45.65
All Grades	N/A	N/A	N/A		25.50	19.57		16.11	16.67		28.19	26.81		30.20	36.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.48	16.67		45.24	43.75		14.29	39.58
Grade 4		16.28	25.00		51.16	52.27		32.56	22.73
Grade 5		31.25	19.57		39.06	36.96		29.69	43.48
All Grades		29.53	20.29		44.30	44.20		26.17	35.51

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.10	20.83		47.62	33.33		14.29	45.83
Grade 4		11.63	25.00		46.51	50.00		41.86	25.00
Grade 5		25.00	17.39		46.88	45.65		28.13	36.96
All Grades		24.83	21.01		46.98	42.75		28.19	36.23

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.95	10.42		54.76	64.58		14.29	25.00
Grade 4		16.28	22.73		41.86	59.09		41.86	18.18
Grade 5		23.44	8.70		59.38	50.00		17.19	41.30
All Grades		23.49	13.77		53.02	57.97		23.49	28.26

Conclusions based on this data:

1. Math problem solving is an area of need across 3 - 5.
2. All grade levels showed a significant decline in the overall percentage of students who met or exceeded standard from the previous year.

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/eng/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	1406.0	*	*	1422.5	*	*	1367.0	*	*	11	6	10
1	1457.2	*	*	1438.4	*	*	1475.7	*	*	14	10	9
2	1493.5	1475.9	1449.7	1472.2	1474.8	1464.3	1514.5	1476.6	1434.7	11	16	14
3	1481.0	*	1452.8	1480.7	*	1456.2	1480.5	*	1448.7	14	8	14
4	1485.8	1518.0	*	1489.3	1520.2	*	1481.9	1515.6	*	14	12	10
5	1510.4	1497.0	*	1507.1	1502.3	*	1513.3	1491.2	*	15	15	9
All Grades										79	67	66

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	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*	*
1	14.29	*	*	28.57	*	*	35.71	*	*	21.43	*	*	14	*	*
2	9.09	12.50	0.00	63.64	43.75	35.71	27.27	25.00	42.86	0.00	18.75	21.43	11	16	14
3	14.29	*	7.14	21.43	*	7.14	50.00	*	57.14	14.29	*	28.57	14	*	14
4	14.29	25.00	*	14.29	41.67	*	42.86	33.33	*	28.57	0.00	*	14	12	*
5	20.00	20.00	*	13.33	13.33	*	46.67	53.33	*	20.00	13.33	*	15	15	*
All Grades	12.66	14.93	13.64	27.85	34.33	22.73	40.51	38.81	37.88	18.99	11.94	25.76	79	67	66

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	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
1	0.00	*	*	28.57	*	*	64.29	*	*	7.14	*	*	14	*	*
2	18.18	31.25	28.57	45.45	25.00	21.43	27.27	25.00	28.57	9.09	18.75	21.43	11	16	14
3	21.43	*	14.29	50.00	*	21.43	7.14	*	35.71	21.43	*	28.57	14	*	14
4	21.43	41.67	*	50.00	50.00	*	14.29	8.33	*	14.29	0.00	*	14	12	*
5	20.00	33.33	*	60.00	53.33	*	13.33	6.67	*	6.67	6.67	*	15	15	*
All Grades	13.92	31.34	22.73	46.84	43.28	31.82	27.85	16.42	22.73	11.39	8.96	22.73	79	67	66

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	*	*	27.27	*	*	27.27	*	*	45.45	*	*	11	*	*
1	21.43	*	*	28.57	*	*	28.57	*	*	21.43	*	*	14	*	*
2	9.09	12.50	0.00	63.64	43.75	28.57	27.27	25.00	21.43	0.00	18.75	50.00	11	16	14
3	14.29	*	0.00	7.14	*	7.14	50.00	*	57.14	28.57	*	35.71	14	*	14
4	14.29	0.00	*	0.00	41.67	*	42.86	50.00	*	42.86	8.33	*	14	12	*
5	26.67	6.67	*	0.00	20.00	*	33.33	33.33	*	40.00	40.00	*	15	15	*
All Grades	15.19	7.46	3.03	18.99	31.34	25.76	35.44	35.82	34.85	30.38	25.37	36.36	79	67	66

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	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
1	28.57	*	*	64.29	*	*	7.14	*	*	14	*	*
2	18.18	37.50	21.43	72.73	43.75	57.14	9.09	18.75	21.43	11	16	14
3	35.71	*	7.14	57.14	*	50.00	7.14	*	42.86	14	*	14
4	28.57	66.67	*	64.29	33.33	*	7.14	0.00	*	14	12	*
5	20.00	0.00	*	66.67	93.33	*	13.33	6.67	*	15	15	*
All Grades	24.05	28.36	19.70	67.09	62.69	53.03	8.86	8.96	27.27	79	67	66

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	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
1	0.00	*	*	78.57	*	*	21.43	*	*	14	*	*
2	27.27	37.50	28.57	63.64	56.25	50.00	9.09	6.25	21.43	11	16	14
3	28.57	*	7.14	50.00	*	64.29	21.43	*	28.57	14	*	14
4	21.43	33.33	*	57.14	66.67	*	21.43	0.00	*	14	12	*
5	40.00	46.67	*	53.33	46.67	*	6.67	6.67	*	15	15	*
All Grades	22.78	37.31	19.70	56.96	55.22	56.06	20.25	7.46	24.24	79	67	66

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	*	*	63.64	*	*	36.36	*	*	11	*	*
1	35.71	*	*	42.86	*	*	21.43	*	*	14	*	*
2	45.45	25.00	7.14	45.45	56.25	35.71	9.09	18.75	57.14	11	16	14
3	7.14	*	0.00	35.71	*	14.29	57.14	*	85.71	14	*	14
4	14.29	0.00	*	28.57	75.00	*	57.14	25.00	*	14	12	*
5	21.43	0.00	*	35.71	53.33	*	42.86	46.67	*	14	15	*
All Grades	20.51	11.94	9.09	41.03	53.73	39.39	38.46	34.33	51.52	78	67	66

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	27.27	*	*	36.36	*	*	36.36	*	*	11	*	*
1	28.57	*	*	50.00	*	*	21.43	*	*	14	*	*
2	9.09	18.75	0.00	72.73	50.00	78.57	18.18	31.25	21.43	11	16	14
3	14.29	*	14.29	71.43	*	71.43	14.29	*	14.29	14	*	14
4	7.14	16.67	*	50.00	75.00	*	42.86	8.33	*	14	12	*
5	13.33	20.00	*	60.00	46.67	*	26.67	33.33	*	15	15	*
All Grades	16.46	19.40	16.67	56.96	58.21	68.18	26.58	22.39	15.15	79	67	66

Conclusions based on this data:

1. Writing is the domain where more support is needed.
2. Current assessment data shows EL level 1 students had the largest increase in number of students.

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
236	50	24.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bracher Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	24.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	118	50
Students with Disabilities	52	22

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	4.7
American Indian	1	0.4
Asian	51	21.6
Filipino	6	2.5
Hispanic	113	47.9
Two or More Races	16	6.8
Pacific Islander	3	1.3
White	34	14.4

Conclusions based on this data:

1. Socioeconomically disadvantaged is our largest subgroup.
2. Our largest ethnic subgroup is Hispanic students.
3. More than 20% of the students we serve are students with disabilities.

School and Student Performance Data

Overall Performance

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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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 Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Chronic Absenteeism improved, but continues to be an area to target interventions.
2. English Language Arts and Mathematics performance has declined.
3. Suspension rates have increased, particularly for Students with Disabilities.

School and Student Performance Data

Academic Performance English Language Arts

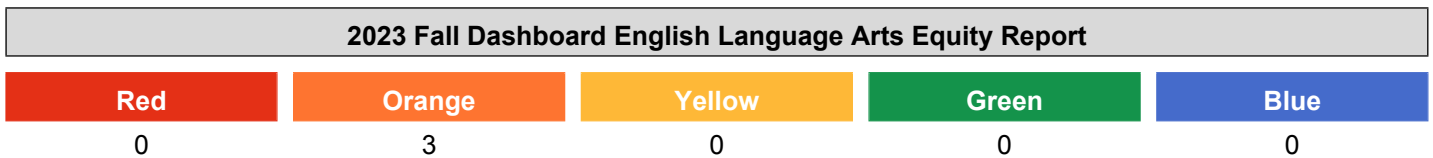
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This section provides number of student groups in each level.



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>Orange</p> <p>31.3 points below standard</p> <p>Decreased Significantly -34 points</p> <p>126 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>66.2 points below standard</p> <p>Decreased Significantly -48.8 points</p> <p>39 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>53.7 points below standard</p> <p>Decreased Significantly -28.8 points</p> <p>71 Students</p>	<p>Students with Disabilities</p> <p>119.5 points below standard</p> <p>Decreased -3.6 points</p> <p>32 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	6.6 points below standard Decreased Significantly - 56.1 points 24 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50.5 points below standard Decreased Significantly - 15.1 points 65 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	11.3 points below standard Decreased Significantly - 52.2 points 24 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
120.2 points below standard Decreased Significantly -52.2 points 24 Students	20.3 points above standard Decreased -13 points 15 Students	15.5 points below standard Decreased Significantly -23 points 80 Students

Conclusions based on this data:

- Hispanic and Socioeconomic Disadvantaged student populations show the greatest need for intervention.
- Reclassified students continue to out perform all other student population groups.
- Interventions and supports may need to be provided to all student populations since all student groups show a decline in performance,

School and Student Performance Data

Academic Performance Mathematics

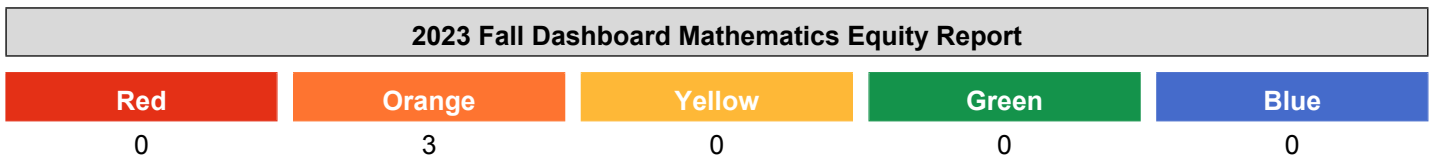
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p>All Students</p> <p>Orange</p> <p>34.1 points below standard</p> <p>Decreased Significantly -19.7 points</p> <p>126 Students</p>	<p>English Learners</p> <p>Orange</p> <p>68.3 points below standard</p> <p>Decreased Significantly -23.1 points</p> <p>39 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>56.1 points below standard</p> <p>Decreased Significantly -18.9 points</p> <p>71 Students</p>	<p>Students with Disabilities</p> <p>121.3 points below standard</p> <p>Increased +10.5 points</p> <p>32 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	7.4 points above standard Decreased Significantly - 28.5 points 24 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.9 points below standard Decreased -7.6 points 65 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	0.5 points below standard Decreased Significantly - 21.8 points 24 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
119.6 points below standard Decreased Significantly -27.4 points 24 Students	13.9 points above standard Increased +12.1 points 15 Students	20.8 points below standard Decreased Significantly -18.6 points 80 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

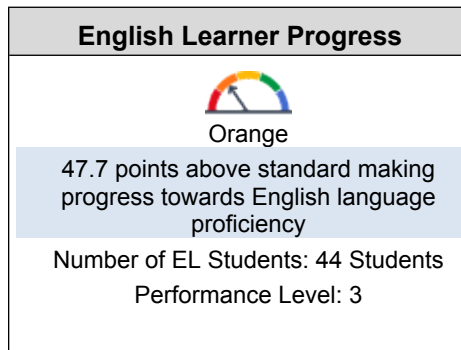
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
11	12	0	21

Conclusions based on this data:

1. More than 60% of EL students improved at least one ELPI level.
3. Additional targeted early interventions are needed to support Level 1, 2 and 3 students.

School and Student Performance Data

Academic 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.

2023 Fall Dashboard Chronic Absenteeism Equity Report






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

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>23% Chronically Absent</p> <p>Declined Significantly -8.6</p> <p>257 Students</p>	<p>Orange</p> <p>22.5% Chronically Absent</p> <p>Declined -17</p> <p>71 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>0 Students</p>	<p>Orange</p> <p>28.1% Chronically Absent</p> <p>Declined -18.5</p> <p>128 Students</p>	<p>Orange</p> <p>32.8% Chronically Absent</p> <p>Declined -8.8</p> <p>61 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
27.3% Chronically Absent Declined -8.4 11 Students	Less than 11 Students 1 Student	 Green 5.6% Chronically Absent Declined -8.2 54 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35.5% Chronically Absent Declined -7.5 124 Students	20% Chronically Absent Declined -17.5 20 Students	Less than 11 Students 5 Students	 Green 5.7% Chronically Absent Declined -7.9 35 Students

Conclusions based on this data:

1. Chronic Absenteeism improved for all student population groups.
2. Students with Disabilities remain our highest absenteeism group and should be considered an area for continued focus for intervention.
3. Our Hispanic subgroup is an area of focus for intervention.

School and Student Performance Data

Conditions & Climate Suspension Rate

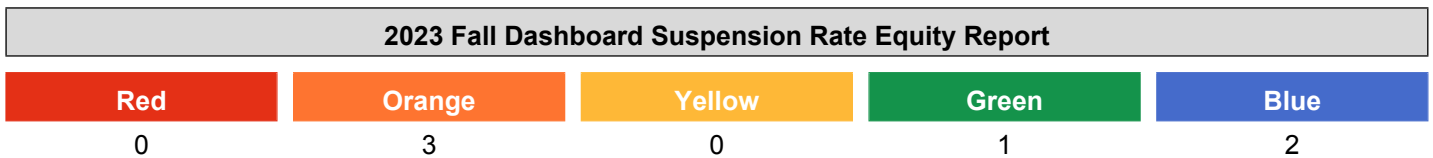
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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 Orange 1.1% suspended at least one day Increased 0.8 274 Students	English Learners Blue 0% suspended at least one day Maintained 0 75 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Green 0.7% suspended at least one day Maintained -0.2 139 Students	Students with Disabilities Orange 3.2% suspended at least one day Increased 3.2 62 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8 56 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.8 135 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 20 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 35 Students</p>

Conclusions based on this data:

1. Students with Disabilities is the student population group that increased in suspensions.
2. Consider that some Students with Disabilities may also be classified as Hispanic and therefore a single student may be affecting more than one sub-group.

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.

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

Each student will demonstrate growth toward mastering California State Standards and we will reduce achievement gaps between higher and lower performing student groups, as measured by state CAASPP/ELA assessments in grades 3-5, CAASPP/Math assessments in grades 3-5, i-Ready Reading assessments in grades K-5, i-Ready Math assessments in grades K-5, and Fountas & Pinnell reading assessments in grades K-5.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social, emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Assessment data indicates that all student population groups demonstrate a need to increase their level of proficiency in ELA with nearly 50% of all students scoring below standard on F&P (48% below standard), CAASPP ELA (54% below standard) and iReady Reading (46% below standard).

Assessment data indicates that all student population groups demonstrate a need to increase their level of proficiency in Math with more than 50% of all students scoring below standard on CAASPP Math (63% below standard) and iReady Math (56% below standard).

English Learner student population group presents with most significant need to improve proficiency in both ELA and Math, often performing even below students with disabilities, as measured by F&P Reading (80% below standard), CAASPP ELA (89% below standard), iReady Reading (85% below standard), CAASPP Math (91% below standard), and iReady Math (80% below standard).

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
Fountas & Pinnell Reading Benchmarks	52% Overall met/exceeded standard 20% English Learners met/exceeded standard 42.7% Hispanic Students are met/exceeded standard 19% Students with Disabilities met/exceeded standard 37% Socioeconomically Disadvantaged Students met/exceeded standard	60% Overall meeting/exceeding standard 30% English Learners meeting/exceeding standard 48% Hispanic Students meeting/exceeding standard 25% Students with Disabilities meeting/exceeding standard 45% Socioeconomically Disadvantaged Students meeting/exceeding standard
2022-2023 CAASPP ELA	46% Overall met/exceeded standard 11% English Learners met/exceeded standard 38% Hispanic Students met/exceeded standard 13% Students with Disabilities met/exceeded standard 37% Socioeconomically Disadvantaged Students met/exceeded standard	60% Overall meeting/exceeding standard 30% English Learners meeting/exceeding standard 45% Hispanic Students meeting/exceeding standard 20% Students with Disabilities meeting/exceeding standard 47% Socioeconomically Disadvantaged Students meeting/exceeding standard
2023-2024 i-Ready Reading	54% Overall met/exceeded standard 15% English Learners met/exceeded standard 42% Hispanic Students met/exceeded standard 18% Students with Disabilities met/exceeded standard 43% Socioeconomically Disadvantaged Students met/exceeded standard	60% Overall meeting/exceeding standard 25% English Learners meeting/exceeding standard 50% Hispanic Students meeting/exceeding standard 25% Students with Disabilities meeting/exceeding standard 50% Socioeconomically Disadvantaged Students meeting/exceeding standard
2022-2023 CAASPP Mathematics	37% Overall met/exceeded standard 9% English Learners met/exceeded standard 19% Hispanic Students met/exceeded standard 17% Students with Disabilities met/exceeded standard 26% Socioeconomically Disadvantaged Students met/exceeded standard	50% Overall meeting/exceeding standard 15% English Learners meeting/exceeding standard 25% Hispanic Students meeting/exceeding standard 23% Students with Disabilities meeting/exceeding standard 35% Socioeconomically Disadvantaged Students meeting/exceeding standard
2023-2024 i-Ready Mathematics	44% Overall met/exceeded standard 20% English Learners met/exceeded standard 29% Hispanic Students met/exceeded standard 14% Students with Disabilities met/exceeded standard 32% Socioeconomically Disadvantaged Students met/exceeded standard	50% Overall meeting/exceeding standard 30% English Learners meeting/exceeding standard 35% Hispanic Students meeting/exceeding standard 20% Students with Disabilities meeting/exceeding standard 38% Socioeconomically Disadvantaged Students meeting/exceeding standard

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 materials that support instruction and intervention in all academic content areas to support student learning and growth. Materials can include, but are not limited to: Special Education Assessment Materials, Foundational Literacy Instructional Material, STEAM activities, Supplemental Origo Math Tools, Garden Supplies, Recess/PE Equipment, Reading Recovery Books, AVMR Supplies, etc.	All Students	1200 Targeted Allocation 4000-4999: Books And Supplies
1.2	Software and other licenses will be provided to support student learning, growth and intervention. Materials can include, but are not limited to: ST Math Licenses, Mystery Science Subscription, Scholastic News, BrainPOP,	All Students	4000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures
1.3	Food Supply for Staff Training Meetings	All Students	400 Targeted Allocation 4000-4999: Books And Supplies Food provided for staff during training sessions
1.4	Intervention/Enrichment Teacher(s)/STLA/Paraeducator staff to support student growth and intervention.	All Students	32000 Targeted Allocation 2000-2999: Classified Personnel Salaries Other Classified Hourly (2915 03)
1.5	Staff professional development opportunities. Professional development opportunities could include, but are not limited to: AVMR training, ADHD training, PLC improvement, Dyslexia training, MTSS development, TIER 1 instructional practices improvement, Substitute teachers to release teacher for collaboration, observation, student data analysis, development of common formative assessment, student assessment, etc.	All Students	3000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Professional Development/Conference 2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes for Release Time 5000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.6	Content standards aligned field trips.	All Students	0 Donations

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.

The 2022-2023 CAASPP ELA assessment showed the most student improvement with Hispanic and Socioeconomically Disadvantaged student groups nearly meeting the established growth outcome goal. Students with Disabilities exceeded the identified ELA goal by 9-percentage points. Current strategies are supporting growth and improvement.

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.

English Learners

All English Learners will show measured growth on iReady, CAASPP and ELPAC ELA assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social, emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

English Learner student population group presents with most significant need to improve proficiency in both ELA and Math, often performing even below students with disabilities, as measured by F&P Reading (80% below standard), CAASPP ELA (89% below standard), iReady Reading (85% below standard), CAASPP Math (91% below standard), and iReady Math (80% below standard).

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
2022-2023 ELPAC	Level of English Proficiency 26% Level 1 - minimally developed 38% Level 2 - somewhat developed 22% Level 3 - moderately developed 14% Level 4 - well developed	Level of English Proficiency 20% Level 1 - minimally developed 30% Level 2 - somewhat developed 30% Level 3 - moderately developed 20% Level 4 - well developed
2022-2023 CAASPP ELA	11% English Learners met/exceeded standard	20% English Learners meeting/exceeding standard
2023-2024 i-Ready Reading	15% English Learners met/exceeded standard	25% English Learners meeting/exceeding standard
Fountas & Pinnell Reading Benchmarks	20% English Learners met/exceeded standard	30% English Learners meeting/exceeding standard

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 and interpretation will be provided as needed for non-English speaking members of our community to support their participation in their child's education.	English Learners	600 Targeted Allocation 2000-2999: Classified Personnel Salaries Translation and interpretation services
1.2	Provide additional staff to support students learning English	English Learners	6000 Targeted Allocation 2000-2999: Classified Personnel Salaries Support could include, but is not limited to: Increasing ELSAT hours Tutoring Language Club
1.3	Provide training to staff specifically designed to support students new to U.S. public school system who are identified as "New Comer"		2000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures

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.

Parts of this goal are new to this plan and have no data to describe. The previous plan only provided resources for translation.

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 3

Title and Description of School Goal

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

School Engagement and Climate

Improve rates of chronic absenteeism for English Learners, Hispanic Students, Socioeconomically Disadvantaged Students and Students with Disabilities.

Improve rates of suspension for Students with Disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social, emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

While all student populations demonstrated improvement in Chronic Absenteeism, Chronic Absenteeism remains an area of need for English Learners, Hispanic Students, Socioeconomically Disadvantaged Students and Students with Disabilities. Asian and White student populations present 5.6% who are chronically absent, while other student populations, including English Learners, Hispanic Students, Socioeconomically Disadvantaged Students and Students with Disabilities are 22%-35% chronically absent. Suspension for Students with Disabilities increased more than 3%

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
California School Dashboard-Chronic Absenteeism	Chronic Absenteeism 23% overall chronically absent 22% EL population chronically absent 35% Hispanic population chronically absent 33% Students with Disabilities chronically absent 28% Low Income population chronically absent	Reduce chronic absenteeism for each student population group by at least 5%
California School Dashboard-Suspension Rate	Suspension Rate 3.2% of Students with Disabilities suspended at least one day	Improve suspension rates of Students with Disabilities by reducing suspension rate to less than 2%

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	School-wide Assemblies	All Students, with an emphasis on targeted student populations	1000 Targeted Allocation 4000-4999: Books And Supplies Student Incentives and Rewards (4370)
1.2	Increase and support Student Leadership opportunities. Student leadership opportunities include but are not limited to implementation, supervision and supplies for: Safety Patrol, Student Council, Green Team, Kindness Committee, PeaceMakers, Art Club, Recess Activities, Chess Club, Garden Club, etc.	All Students, with an emphasis on targeted student populations	5500 Targeted Allocation 2000-2999: Classified Personnel Salaries Non-Instructional Support (2913)
1.3	Provide Staff with Training in Safety Care and other Behavior Support Strategies	Students with Disabilities	350 Targeted Allocation 4000-4999: Books And Supplies 350 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.4	BAWSI Physical Education Program	Students with Disabilities	0 None Specified None Specified BAWSI organization will provide weekly outdoor activities for classrooms for Students with Disabilities
1.5	Family Engagement & Training	Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students	575 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Training and education for parents regarding school attendance and other topics

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.

School wide assemblies increased from 1 the previous school year to 5 this school year. Several assemblies had a focus on bullying prevention strategies and messages to improve and strengthen school climate, acceptance and belonging. Efforts to improve chronic absenteeism among all students groups was effective for the 23-24 school year. Overall chronic absenteeism improved from 31.5% to 23%. English Learner chronic absenteeism improved from 39.5% to 22%.

Hispanic student chronic absenteeism improved from 43% to 35%. Students with Disabilities chronic absenteeism improved from 41% to 33%. Socioeconomically Disadvantaged Student chronic absenteeism improved from 46% to 28%.

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	\$63,975.00
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 (\$)
Donations	\$0.00
None Specified	\$0.00
Targeted Allocation	\$63,975.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$63,975.00

Total of federal, state, and/or local funds for this school: \$63,975.00

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	63975	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	0.00
None Specified	0.00
Targeted Allocation	63,975.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	2,000.00
2000-2999: Classified Personnel Salaries	44,450.00
4000-4999: Books And Supplies	2,950.00
5000-5999: Services And Other Operating Expenditures	7,575.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Donations	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	2,000.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	44,450.00
4000-4999: Books And Supplies	Targeted Allocation	2,950.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	7,575.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,600.00
Goal 2	8,600.00
Goal 3	7,775.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Daniela Jaume	Parent or Community Member
Lindsay Goodwin	Other School Staff
Billy Martin	Principal
Stacey Adams	Classroom Teacher
Melissa Mehta	Parent or Community Member
Vianney Rodriguez	Parent or Community Member
Mandy Limon	Parent or Community Member
Lynn Rose	Classroom Teacher
David Gish	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/2024.

Attested:



Principal, Billy Martin on 5/8/2024



SSC Chairperson, Daniela Jaume on 5/8/2024