School Year: 2024-25

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brookside School	39685696111462	October 16, 2024	November 6, 2024

Purpose and Description

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

Schoolwide Program
Non-Title I school

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

The goals of this school plan focus on increasing the student achievement in the areas of Language Arts and Mathematics, while also addressing the needs of our English Learners in all content areas. In order for these things to happen, there will be a school wide focus on social emotional learning. These goals will be achieved by aligning with the District's goal of being committed to providing the highest learning standards in a safe and welcoming educational environment. In addition, the implementation of character education and social emotional learning, along with improved communication and other strategies to help build relationships between the staff, students, and families will have a direct impact on student success. Brookside will also work throughout the year on our LEAP project with a focus on curriculum alignment. We will strive to mirror the Lincoln Unified School District's focus by continuing to implement restorative practices to promote diversity, equity and inclusion in order to improve student engagement, so that student access to learning and classroom instruction is maximized. We will work to align our mission with the District to provide a quality education through a shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

The five goals detailed in the plan include:
Goal 1: Students in K-3rd grade will increase their ELA level proficiency by 5% from the previous year as measured by DIBELS (Amplify) and iReady.
The actions and services in Goal 1 are focused primarily on providing our primary students with language arts instruction that is differentiated to meet the needs of our students. This includes using classroom routines and structures that support meaningful small group instruction and foster student independence. Teachers will consistently review data to ensure the small groups remain flexible and students will move throughout the year. K-3 teachers will also focus on using the individualized instructional pathway from iReady to provide meaningful lessons during small group instruction time.

Goal 2: The percentage of 4th through 8th grade students able to read at grade level as measured by CAASPP and iReady will increase by 5% from the previous year.
This goal focuses on improving the reading comprehension skills of our 4th through 8th grade students. This will be achieved by implementing consistent reading routines through all content areas in each grade level. In addition, teachers will continue to use informative texts across all subject areas and explicitly teach note taking through graphic organizers while modeling reading routines.

Goal 3: The percentage of English learners reading and writing at grade level will increase by 5% from the previous year as measured by CAASPP, ELPAC and iReady.
The actions and services in Goal 3 are focused on improving the achievement of our English learners in ELA by consistently providing integrated and designated ELD instruction from Kindergarten through 8th grade. Teachers will consistently implement the use of ELD strategies during all subject areas throughout the day.

Goal 4: The percentage of K-8th grade students meeting grade level standards in mathematics as measured by iReady/CAASPP will increase by 5% from the previous year.
This goal focuses on improving the achievement in math for all of our students by providing them with quality math instruction that includes the use of strategic small group instruction, rigorous curriculum and an emphasis on problem solving and student engagement.

Goal 5: There will be a 5% increase in student responses pertaining to student engagement and achievement for 5th-8th grade students as measured by the Youth Truth Survey and CAASPP.
The actions and services in Goal 5 are focused on improving the overall achievement and engagement of the 5th-8th grade students. This will be achieved by improving school culture, building strong, teacher/student relationships, and supporting the social emotional needs of the students.

Comprehensive Needs Assessment Components

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

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students, parents, and teachers were surveyed in February 2024 for the Youth Truth survey. Within this survey they were asked an array of different questions such as: school communication, staff/student/peer relationships, school culture, engagement, and school safety. These results were reviewed with SSC, ELAC, and staff in order to address areas where we need improvement and we'll implement these changes for the upcoming school year.

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

Classroom observations occurred quarterly throughout the school year. Observations were scheduled, unscheduled, or in the form of walk-throughs that were conducted by both the Principal and Vice Principal. Most observations were followed up by a written observation covering the objectives, summary of the lesson, and some informal meetings with teachers were held to discuss where some instructional improvements can be implemented.

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

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

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

Standards, Assessment, and Accountability

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

Use of state assessments such as CAASPP and ELPAC are administered once a year to track the yearly performance of our students in grades 3-8. District assessments were used throughout the year to monitor student achievement. Students continued with iReady and were tested three times during the school year and K-3 students were also given the DIBELS (Amplify) benchmark assessments. These assessments assisted in guiding the instruction for teachers and also provided them with information where small group instruction could be incorporated into the school day.

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

Assessments were used through adopted curriculum such as: Wonders, StudySync (ELA) and Eureka (Math). This year, K-6th grade students will work from a new Math adoption. K-3 progress monitoring was on-going through the use of the DIBELS assessments, not only helping identify small groups for classroom teachers but also determining which students were identified as intensive and were given additional reading intervention supports through the use of our reading intervention teacher. Through the use of the Wonders in the K-5 curriculum, teachers were able to modify their instruction based on weekly and unit assessments by incorporating the different levels (approaching, on-level, beyond level, or English Learner) for small groups. 6-8 teachers use of StudySync incorporated the use of the different access handouts that are modified based on the individualized needs of each student. K-8 progress monitoring was also on-going throughout the year through the use of the online platform, iReady. K-8 Teachers were able to review student data and differentiate instruction through the use of the individualized instructional pathway embedded in iReady . K-8 used Eureka math exit tickets and mid-module assessments to plan for small group instruction as well as monitored student progress through iReady. Teachers will be able to use iReady to monitor the progress of their students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Brookside Staff met the requirements of a highly qualified staff.

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

Brookside met sufficiency of credentialed teachers for general education, special education, and intervention classes.

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

Professional development for Brookside teachers was aligned to content standards and will continue to be aligned for this school year through LEAP.

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

Teachers were provided with ongoing opportunities that would support their instructional needs within the classroom through PD's and trainings in the areas of ELA, Math, Science, and ELD. Trainings are offered either during school or after school hours where teachers are timesheeted for their personal time. Content experts are provided through the district by our district coordinator of curriculum.

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

Teachers are given time on early release days (Mondays) to work with their site grade level teams to collaborate, review data, set goals, and plan instruction throughout the school year. Once a month, teachers meet for district wide collaboration days where they have been focusing on Math instruction through our partnership with SVMI. During this time, teachers meet with other teachers within the district from their grade level to collaborate, review and analyze student work, and plan instruction. Teachers will focus on ELA curriculum alignment for the upcoming school year during the district wide collaboration days with LEAP.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to content and performance standards.

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

Teachers adhere and follow the recommended instructional minutes for ELA and Math.

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

Teachers follow the pacing schedules provided by district adopted curriculum and suggested pacing guidelines offered through the district.

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

All classes have appropriate amounts of standards based instructional materials (ELA, Math, Science, and Social Studies) for each student on campus.

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

Each grade used the district adopted standards based curriculum for ELA, Math, Social Studies, and Science. Wonders ELA Intervention materials were used by our intervention teacher for grades K-3 and our Resource teacher used district provided intervention materials during Tier 3 support.

Opportunity and Equal Educational Access

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

Brookside regularly provided students who needed Tier II intervention support in ELA for grades K-3 during small group instruction time. Teachers in grades 4-8 frequently monitor the progress of below grade level students and provided small group instruction in ELA and Math. Teachers in grades TK-8 are continuously progress monitoring the students and differentiate whole group and small group instruction according to data.

Evidence-based educational practices to raise student achievement

Teachers used iReady to track student progress in order to form small groups for instruction. Teachers used intervention materials from Wonders and StudySync in order to help raise student achievement.

Parental Engagement

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

ParentSquare was used at district, site, and classroom levels throughout the year and was able to be translated into different languages in order to communicate with all of our families. VCCS services were provided to students who qualified for additional counseling along with our regular school-based counseling. After school tutoring was offered to 5th and 6th grade students who were struggling in both ELA and Math during the first semester and offered again for 2nd and 3rd graders who were struggling in ELA during the second semester. Students were invited to attend summer school based on iReady and/or Amplify (DIBELS) data.

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

Three different parent groups PTSA, SSC, and ELAC provide input and feedback on our school plan. Leadership meetings are held regularly in order to discuss school plans, review data, address concerns and to bring back grade level decisions to our meetings. Student council and student Leadership meet regularly to address student needs and concerns and continuously keep an open-line of communication with Administration.

Funding

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

Brookside has a full-time primary language assistant who regularly meets with our English Learners in order to provide extra support in ELA and Math.

Fiscal support (EPC)

Brookside is not a Title I school.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The input for the school plan was received at the following educational partner meetings: School Site Council, English Learner Advisory Committee, Staff Meetings, Leadership team meetings and

PTSA Board Meetings. At each meeting, the data analysis (student achievement) was presented and followed up by group discussion to gather feedback and input. Most meetings were held in-person throughout the year.

Resource Inequities

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

Students requiring intervention support in both math and language arts must have opportunities to access both. This was challenging due to not having a reading intervention teacher. Teachers were required to consistently review data and create flexible, small groups in both Language Arts and Math. This will remain as a focus for our staff during the 24-25 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0.41%	0.39%	3	3	3
African American	7.35%	7.93%	7.62%	54	58	58
Asian	21.09%	21.2%	19.71%	155	155	150
Filipino	5.44%	6.02%	5.65%	40	44	43
Hispanic/Latino	30.48%	30.92%	34.56%	224	226	263
Pacific Islander	0.54%	0.41%	0.53%	4	3	4
White	28.57%	26.4%	23.52%	210	193	179
Multiple/No Response	5.44%	6.02%	7.10%	40	44	54
Total Enrollment				735	731	761

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			24
Kindergarten	79	71	71
Grade 1	68	78	72
Grade 2	72	73	72
Grade3	91	85	71
Grade 4	87	90	96
Grade 5	96	89	92
Grade 6	92	96	92
Grade 7	75	75	86
Grade 8	75	74	86
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	735	731	761

Conclusions based on this data:

1. Our overall Hispanic population at Brookside has increased.

2. Overall student enrollment has increased.

3. Our 4th grade enrollment numbers have increased as well as our student enrollment in Grades 7th and 8th.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	63	73	78	7.8%	8.6%	10.2%
Fluent English Proficient (FEP)	74	70	74	9.3%	10.1%	9.7%
Reclassified Fluent English Proficient (RFEP)				18.6%		

Conclusions based on this data:

1. There has been an increase of English Learners throughout the past three years. We have gone from 63 EL's to 78 EL's.

2. The number of EL students enrolled at Brookside increased in 23-24 to 78.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	90	91	73	88	86	71	88	86	71	97.8	94.5	97.3
Grade 4	89	91	96	88	89	96	88	89	96	98.9	97.8	100
Grade 5	95	92	94	95	91	93	95	91	93	100.0	98.9	98.9
Grade 6	91	95	94	90	95	93	90	95	93	98.9	100.0	98.9
Grade 7	74	75	84	74	74	84	73	74	84	100.0	98.7	100
Grade 8	75	75	84	73	74	79	73	74	79	97.3	98.7	94
All Grades	514	519	525	508	509	516	507	509	516	98.8	98.1	98.3

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2460.	2455.	2479.	37.50	34.88	46.48	23.86	27.91	19.72	27.27	19.77	21.13	11.36	17.44	12.68
Grade 4	2516.	2493.	2509.	44.32	38.20	44.79	28.41	21.35	22.92	13.64	24.72	13.54	13.64	15.73	18.75
Grade 5	2511.	2531.	2508.	26.32	29.67	26.88	23.16	31.87	25.81	26.32	21.98	22.58	24.21	16.48	24.73
Grade 6	2585.	2553.	2579.	37.78	22.11	36.56	42.22	41.05	35.48	11.11	25.26	16.13	8.89	11.58	11.83
Grade 7	2626.	2625.	2565.	41.10	40.54	20.24	39.73	43.24	41.67	15.07	10.81	23.81	4.11	5.41	14.29
Grade 8	2634.	2620.	2598.	36.99	33.78	21.52	38.36	40.54	44.30	20.55	17.57	17.72	4.11	8.11	16.46
All Grades	N/A	N/A	N/A	37.08	32.81	32.75	32.15	33.99	31.59	19.13	20.43	18.99	11.64	12.77	16.67

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.73	25.58	38.03	67.05	60.47	52.11	10.23	13.95	9.86
Grade 4	35.23	26.97	30.21	59.09	61.80	60.42	5.68	11.24	9.38
Grade 5	20.00	30.77	22.58	61.05	59.34	58.06	18.95	9.89	19.35
Grade 6	32.22	22.11	34.41	57.78	63.16	53.76	10.00	14.74	11.83
Grade 7	30.14	29.73	22.62	61.64	63.51	59.52	8.22	6.76	17.86
Grade 8	34.25	21.62	22.78	57.53	66.22	60.76	8.22	12.16	16.46
All Grades	28.80	26.13	28.29	60.75	62.28	57.56	10.45	11.59	14.15

Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.41	32.56	32.39	56.82	55.81	54.93	14.77	11.63	12.68
Grade 4	34.09	22.47	29.17	51.14	61.80	52.08	14.77	15.73	18.75
Grade 5	24.21	29.67	24.73	57.89	61.54	52.69	17.89	8.79	22.58
Grade 6	30.00	13.68	38.04	60.00	69.47	54.35	10.00	16.84	7.61
Grade 7	54.79	55.41	32.14	38.36	36.49	51.19	6.85	8.11	16.67
Grade 8	56.16	45.95	40.51	35.62	45.95	44.30	8.22	8.11	15.19
All Grades	36.69	32.02	32.62	50.89	56.19	51.65	12.43	11.79	15.73

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.18	17.44	23.94	76.14	65.12	67.61	5.68	17.44	8.45
Grade 4	18.18	8.99	16.67	68.18	80.90	71.88	13.64	10.11	11.46
Grade 5	17.89	17.58	15.05	75.79	71.43	68.82	6.32	10.99	16.13
Grade 6	16.67	21.05	27.96	77.78	73.68	66.67	5.56	5.26	5.38
Grade 7	28.77	22.97	11.90	68.49	75.68	71.43	2.74	1.35	16.67
Grade 8	20.55	18.92	15.19	73.97	77.03	73.42	5.48	4.05	11.39
All Grades	19.72	17.68	18.41	73.57	73.87	69.96	6.71	8.45	11.63

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.27	23.26	25.35	69.32	58.14	69.01	3.41	18.60	5.63
Grade 4	25.00	15.73	35.42	68.18	75.28	54.17	6.82	8.99	10.42
Grade 5	18.95	25.27	18.28	61.05	67.03	66.67	20.00	7.69	15.05
Grade 6	36.67	25.26	27.96	53.33	65.26	63.44	10.00	9.47	8.60
Grade 7	38.36	41.89	25.00	56.16	52.70	60.71	5.48	5.41	14.29
Grade 8	31.51	36.49	24.05	65.75	56.76	67.09	2.74	6.76	8.86
All Grades	29.19	27.31	26.16	62.33	63.06	63.18	8.48	9.63	10.66

Conclusions based on this data:

1. During the 23-24 school year there were 516 students that participated in ELA CAASPP testing.

2. In 23-24, about 63% of students in grades 3-8 were meeting or exceeding grade level standards on the ELA CAASPP test.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	90	90	73	88	86	70	88	86	70	97.8	95.6	95.9
Grade 4	89	90	96	89	89	96	89	89	96	100.0	98.9	100
Grade 5	95	92	94	95	91	93	95	91	93	100.0	98.9	98.9
Grade 6	91	95	94	91	95	93	91	95	93	100.0	100.0	98.9
Grade 7	74	75	85	73	74	85	73	74	85	98.6	98.7	100
Grade 8	75	75	84	73	73	78	73	73	78	97.3	97.3	92.9
All Grades	514	517	526	509	508	515	509	508	515	99.0	98.3	97.9

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2470.	2462.	2493.	34.09	30.23	42.86	37.50	38.37	31.43	18.18	11.63	17.14	10.23	19.77	8.57
Grade 4	2506.	2490.	2502.	35.96	32.58	31.25	21.35	22.47	30.21	30.34	28.09	19.79	12.36	16.85	18.75
Grade 5	2515.	2540.	2510.	30.53	36.26	27.96	16.84	19.78	19.35	22.11	27.47	27.96	30.53	16.48	24.73
Grade 6	2590.	2551.	2563.	42.86	32.63	41.94	24.18	21.05	7.53	18.68	27.37	31.18	14.29	18.95	19.35
Grade 7	2583.	2609.	2553.	30.14	43.24	29.41	23.29	22.97	17.65	24.66	22.97	24.71	21.92	10.81	28.24
Grade 8	2594.	2592.	2603.	38.36	27.40	42.31	15.07	15.07	15.38	21.92	32.88	20.51	24.66	24.66	21.79
All Grades	N/A	N/A	N/A	35.36	33.66	35.53	23.18	23.43	20.00	22.59	25.00	23.88	18.86	17.91	20.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.18	40.70	57.14	45.45	40.70	34.29	11.36	18.60	8.57
Grade 4	41.57	30.34	38.54	43.82	52.81	41.67	14.61	16.85	19.79
Grade 5	35.79	36.26	30.11	32.63	48.35	44.09	31.58	15.38	25.81
Grade 6	49.45	26.32	37.63	35.16	51.58	44.09	15.38	22.11	18.28
Grade 7	34.25	39.19	25.88	42.47	51.35	47.06	23.29	9.46	27.06
Grade 8	31.51	34.25	38.46	42.47	35.62	44.87	26.03	30.14	16.67
All Grades	39.69	34.25	37.28	40.08	47.05	42.91	20.24	18.70	19.81

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.64	36.05	40.00	53.41	44.19	52.86	7.95	19.77	7.14
Grade 4	31.46	26.97	28.13	52.81	50.56	46.88	15.73	22.47	25.00
Grade 5	25.26	27.47	15.05	56.84	54.95	58.06	17.89	17.58	26.88
Grade 6	29.67	16.84	25.81	54.95	64.21	53.76	15.38	18.95	20.43
Grade 7	24.66	45.95	24.71	65.75	43.24	54.12	9.59	10.81	21.18
Grade 8	32.88	31.51	29.49	49.32	53.42	51.28	17.81	15.07	19.23
All Grades	30.45	30.12	26.60	55.40	52.17	52.82	14.15	17.72	20.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.77	29.07	44.29	50.00	56.98	52.86	10.23	13.95	2.86
Grade 4	31.46	22.47	28.13	53.93	62.92	47.92	14.61	14.61	23.96
Grade 5	14.74	24.18	18.28	63.16	58.24	60.22	22.11	17.58	21.51
Grade 6	35.16	20.00	26.88	53.85	68.42	52.69	10.99	11.58	20.43
Grade 7	30.14	39.19	15.29	56.16	51.35	67.06	13.70	9.46	17.65
Grade 8	30.14	23.29	37.18	56.16	61.64	46.15	13.70	15.07	16.67
All Grades	30.06	25.98	27.57	55.60	60.24	54.56	14.34	13.78	17.86

Conclusions based on this data:

1. In 23-24, about 55% of students in grades 3-8 were meeting or exceeding standards on the CAASPP.

2. In 23-24, the number of students in grades 3-8 were meeting or exceeding standards on the CAASPP went down by 13%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1442.7	1404.8	*	1441.9	1416.5	*	1444.7	1377.4	8	15	16
1	*	*	1437.8	*	*	1438.6	*	*	1436.5	9	4	15
2	*	*	*	*	*	*	*	*	*	8	8	4
3	*	*	*	*	*	*	*	*	*	6	9	4
4	*	*	*	*	*	*	*	*	*	*	6	5
5	*	*	*	*	*	*	*	*	*	9	*	5
6	*	1555.6	*	*	1552.2	*	*	1558.6	*	8	11	*
7	*	*	*	*	*	*	*	*	*	*	6	5
8	*	*	*	*	*	*	*	*	*	*	*	4
All Grades										55	64	59

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	20.00	6.25	*	26.67	37.50	*	40.00	25.00	*	13.33	31.25	*	15	16
1	*	*	6.67	*	*	40.00	*	*	33.33	*	*	20.00	*	*	15
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	36.36	*	*	54.55	*	*	9.09	*	*	0.00	*	*	11	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.18	26.56	16.95	36.36	42.19	40.68	21.82	20.31	22.03	3.64	10.94	20.34	55	64	59

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.67	6.25	*	20.00	37.50	*	40.00	37.50	*	13.33	18.75	*	15	16
1	*	*	13.33	*	*	26.67	*	*	33.33	*	*	26.67	*	*	15
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	54.55	*	*	36.36	*	*	9.09	*	*	0.00	*	*	11	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.64	37.50	23.73	38.18	39.06	30.51	16.36	14.06	28.81	1.82	9.38	16.95	55	64	59

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	13.33	12.50	*	40.00	40.00	*	40.00	40.00	*	6.67	6.67	*	15	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	9.09	9.09	*	45.45	45.45	*	45.45	45.45	*	0.00	0.00	*	11	11
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.64	15.63	15.63	29.09	35.94	35.94	32.73	35.94	35.94	14.55	12.50	12.50	55	64	64

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	13.33	6.25	*	73.33	81.25	*	13.33	12.50	*	15	16
1	*	*	13.33	*	*	60.00	*	*	26.67	*	*	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	18.18	*	*	81.82	*	*	0.00	*	*	11	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.18	21.88	23.73	56.36	68.75	61.02	5.45	9.38	15.25	55	64	59

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.67	18.75	*	60.00	50.00	*	13.33	31.25	*	15	16
1	*	*	0.00	*	*	80.00	*	*	20.00	*	*	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.18	53.13	27.12	38.18	37.50	50.85	3.64	9.38	22.03	55	64	59

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	13.33	12.50	*	80.00	56.25	*	6.67	31.25	*	15	16
1	*	*	13.33	*	*	66.67	*	*	20.00	*	*	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	20.31	15.25	49.09	59.38	61.02	23.64	20.31	23.73	55	64	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	60.00	25.00	*	33.33	31.25	*	6.67	43.75	*	15	16
1	*	*	0.00	*	*	86.67	*	*	13.33	*	*	15
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	45.45	*	*	54.55	*	*	0.00	*	*	11	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.73	34.38	22.03	61.82	56.25	57.63	5.45	9.38	20.34	55	64	59

Conclusions based on this data:

1. In 23-24, we had a total of 59 students take the ELPAC, with our largest number of students being from Kinder and 1st grade.

2. In 23-24, we had 16% of English Learners score a Level 4 and 40% score a Level 3.

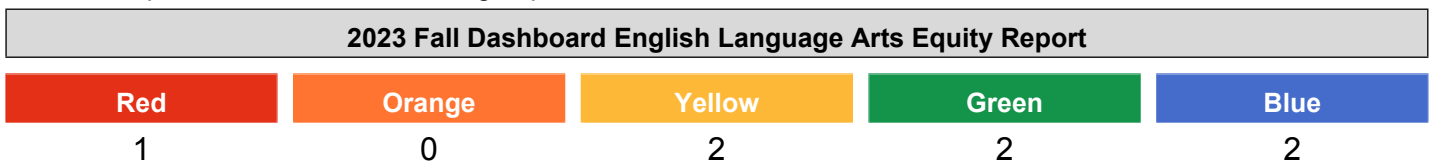# School and Student Performance Data

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.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
731	**37.5**	**10**	**0.8**
Total Number of Students enrolled in Brookside School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	73	10
Foster Youth	6	0.8
Homeless	9	1.2
Socioeconomically Disadvantaged	274	37.5
Students with Disabilities	45	6.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	58	7.9
American Indian	3	0.4
Asian	155	21.2
Filipino	44	6
Hispanic	226	30.9
Two or More Races	44	6
Pacific Islander	3	0.4
White	193	26.4

Conclusions based on this data:

1. In 23-24 the Hispanic population continued to represent the largest student population of our site.

2. In 21-22, about 30% of our site population was socioeconomically disadvantaged and in 23-24 the percentage increased to 37%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 23-24, the academic performance in both ELA and Math on the CAASPP continues to be in the green (high).

2. In 23-24, the status of our English Learner population progress did decrease to yellow on the dashboard..

School and Student Performance Data

Academic Performance
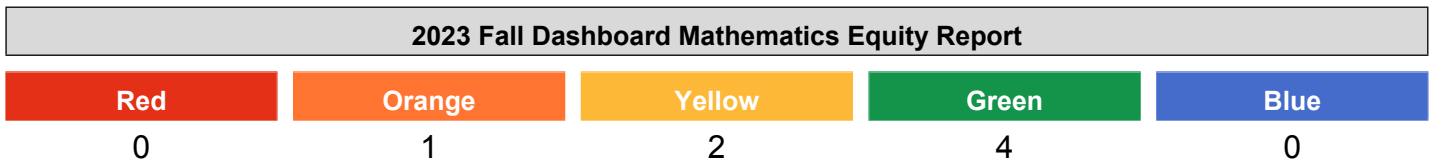## English Language Arts

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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	2	2

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		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	Less than 11 Students
38.4 points above standard	7.7 points above standard	
Decreased -5.9 points	Decreased Significantly -22.6 points	3 Students
492 Students	58 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Red
	16.9 points above standard	76.2 points below standard
6 Students	Increased Significantly +19.7 points	Decreased Significantly -49.4 points
	194 Students	41 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	Less than 11 Students	Green	66.1 points above standard
12.3 points above standard		76.1 points above standard	Increased +4.9 points
Increased Significantly +38.4 points	1 Student	Decreased Significantly -18.3 points	
41 Students		114 Students	31 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	48.7 points above standard	Less than 11 Students	Green
5.8 points above standard	Decreased -4.4 points		38.1 points above standard
Decreased -3.8 points		3 Students	Decreased Significantly -19.3 points
138 Students	31 Students		130 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**
37.7 points below standard	63.6 points above standard	36.2 points above standard
Increased +10.6 points	Decreased Significantly -21.7 points	Decreased -5.4 points
32 Students	26 Students	395 Students

Conclusions based on this data:

1. In 23-24, of our 41 African American students, they performed 12 points above standard. This is an increase from the previous year.

2. In 23-24, other races/ethnicities performed above the standard in ELA, however out of those populations we saw a decrease in points with our Asian, Hispanic, White and Two or More Races.

3. In 23-24, our students with disabilities population are performing below standard.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	4	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	Less than 11 Students
18.3 points above standard	6.9 points below standard	
Maintained +0.3 points	Decreased Significantly -16.6 points	3 Students
490 Students	58 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	Orange
	15.9 points below standard	94.4 points below standard
6 Students	Increased Significantly +22.9 points	Decreased Significantly -19.8 points
	192 Students	41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	Less than 11 Students	Green	34.1 points above standard
52.7 points below standard		71.2 points above standard	Decreased -13.7 points
Increased +12.7 points	1 Student	Decreased Significantly -17.9 points	
40 Students		114 Students	31 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	23.4 points above standard	Less than 11 Students	Green
13.9 points below standard	Increased +13.4 points		20.4 points above standard
Increased +11.5 points		3 Students	Decreased -4.6 points
138 Students	31 Students		129 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
44.8 points below standard	39.7 points above standard	16.7 points above standard
Increased +6.4 points	Decreased -12.6 points	Maintained +2.4 points
32 Students	26 Students	393 Students

Conclusions based on this data:

1. Based on the data, in 23-24 our African American and Hispanic population are performing several points below that standard in Math, however both groups did show some growth.

2. In 23-24, the Asian and White population are performing several points above the standard in Math, however both groups did show a decrease in growth.

3. In 23-24, our students with disabilities are performing below level and demonstrated a decrease in growth.

School and Student Performance Data
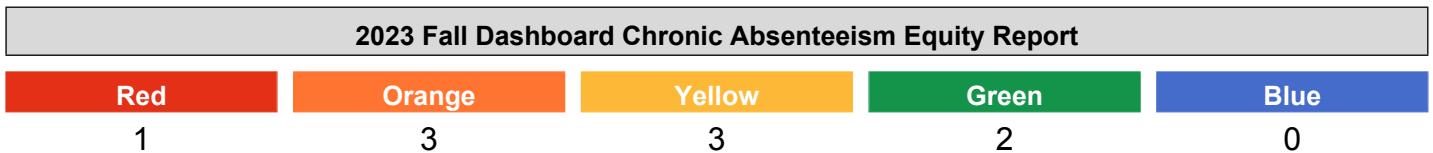
Academic Performance
English Learner Progress

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 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

English Learner Progress
Yellow
61.7% making progress towards English language proficiency
Number of EL Students: 47 Students
Performance Level: 4
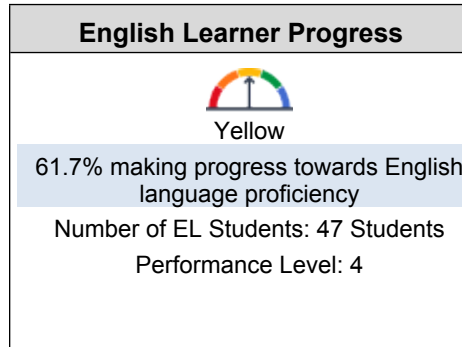
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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	9	4	25

Conclusions based on this data:

1. In 23-24, Brookside had 25 EL students move up at least one level.

2. In 23-24, almost 61% of our identified EL students are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

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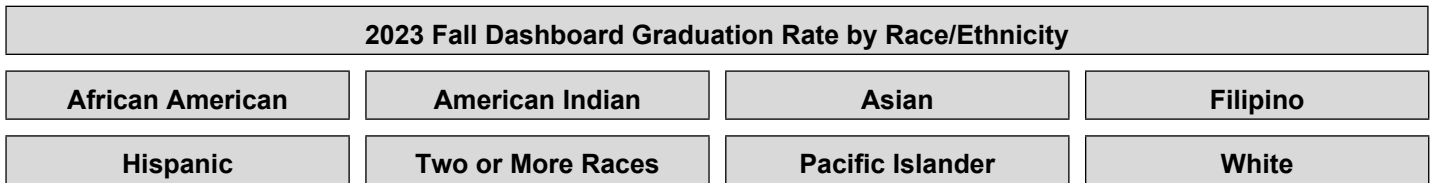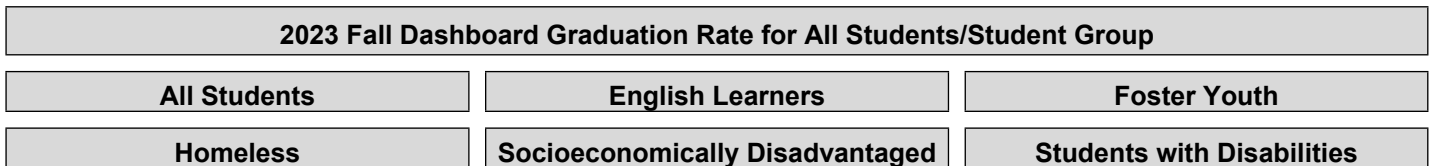
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
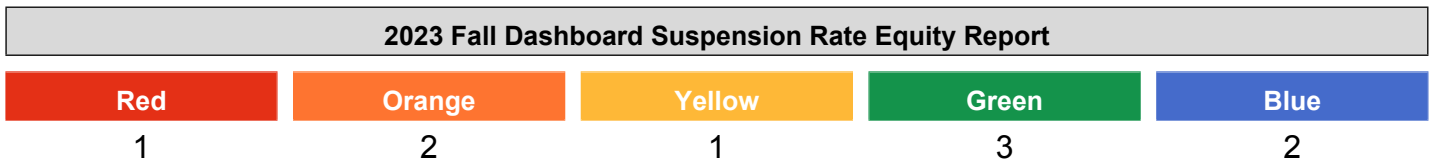## Chronic Absenteeism

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.

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	3	2	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
18% Chronically Absent	32.1% Chronically Absent	6 Students
Declined Significantly -4.6	Increased 8.2	
752 Students	78 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
58.3% Chronically Absent	Yellow	Orange
0	27.2% Chronically Absent	28.6% Chronically Absent
12 Students	Declined Significantly -9.5	Declined -6.4
	313 Students	63 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Green	Orange
21.9% Chronically Absent		7.6% Chronically Absent	20.5% Chronically Absent
Declined -9.2	3 Students	Declined Significantly -3.9	Declined -5.7
64 Students		158 Students	44 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	Less than 11 Students	Yellow
27.2% Chronically Absent	10% Chronically Absent		15.4% Chronically Absent
Declined Significantly -5.2	Declined -10	3 Students	Declined -2.5
235 Students	50 Students		195 Students

Conclusions based on this data:

1. In 23-24, we had 752 students enrolled at Brookside. 17% of those students were chronically absent.

2. In 23-24, our largest population that was chronically absent was our African American students.

3. In 23-24, 32% of our English Learners were chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	3	2

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
Orange	Green	Less than 11 Students
1.3% suspended at least one day	1.2% suspended at least one day	7 Students
Increased 0.3	Declined -1.8	
764 Students	81 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
7.7% suspended at least one day	Green	Red
13 Students	2.2% suspended at least one day	6.2% suspended at least one day
	Declined -0.4	Increased 4.5
	322 Students	65 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	Less than 11 Students 3 Students	Blue	Orange
3% suspended at least one day		0% suspended at least one day	4.5% suspended at least one day
Declined -2		Declined -0.6	Increased 4.5
66 Students		159 Students	44 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	Less than 11 Students 3 Students	Yellow
1.7% suspended at least one day	0% suspended at least one day		1% suspended at least one day
Increased 0.4	Maintained 0		Increased 0.5
242 Students	50 Students		197 Students

Conclusions based on this data:

1. In 23-24, our African American population suspension rate showed a decline from the 21-22 school year.

2. In 23-24, our suspension rates for our students with disabilities increased from 21-22.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 1

Goal 1: Students in K-3rd grade will increase their ELA level proficiency by 5%.

Identified Need

The measures used to determine if students are reading at grade level (DIBELS and CAASPP) indicate that more than half of our students are reading at grade level by the end of the year in grades K-3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of grade 3 students meeting or exceeding standards CAASPP ELA	2024 CAASPP data: Grade 3: 57%	2025 CAASPP: Grade 3: 62%
Percentage of students at or above benchmark in BOY DIBELS in grades 1st - 3rd	Fall 2024: Grade 1: 52% Grade 2: 70% Grade 3: 77%	Fall 2025: Grade 1: 57% Grade 2: 75% Grade 3: 82%
Percentage of students at or above grade level in iReady in grades K - 3rd	Fall of 2024: Kindergarten: 18% Grade 1: 11% Grade 2: 31% Grade 3: 65%	Fall of 2025: Kindergarten: 23% 1st grade: 16% 2nd grade: 36% 3rd grade: 70%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in Kinder through 3rd grade

Strategy/Activity

1.1 All K-3 teachers will continue to provide high quality instruction that includes the five fundamental components of reading into daily lessons to help build reading skills using the Wonders curriculum.

This will include using classroom routines (Daily 5) to build in opportunities for strategic small group work and integrated/designated ELD time. Teachers will also provide daily small group instruction differentiated to meet the needs of all students and will frequently monitor student progress through use of the Wonders curriculum and/or the Wonders Intervention Kit to ensure flexible grouping of the students. Teachers will also assess students by progress monitoring with DIBELS.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in Kinder through 3rd grade

Strategy/Activity

1.2 Teachers will utilize effective instructional practices to differentiate instruction for all reading levels through incorporating the Wonders curriculum and intervention materials. Teachers will have the opportunity to collaborate with grade level colleagues to improve their practices and to analyze data to determine how to best support the students. Teachers will be offered opportunities to visit other classrooms to observe effective whole group and small group reading instruction as needed. Teachers will use more inclusive literature that includes the perspectives of diverse authors/characters.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1st and 2nd grade students who are performing below their grade level

Strategy/Activity

1.3 These students will receive daily, small group instruction that is differentiated to meet their individual needs. Teachers will regularly progress monitor these students through the use of DIBELS in order to ensure the groups are flexible and offer opportunities for students to move to different groups as their academic needs are being met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in Kinder through 3rd grade

Strategy/Activity

1.4 Students will use iReady daily. Teachers will monitor student progress and access the individualized instructional pathway in order to provide additional literacy support at individualized levels while working in small reading groups. Teachers will use the iReady data to set goals with students that are grade level appropriate and use data chats to inform students of their progress.

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

Amount(s)   Source(s)

Annual Review

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

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

For Goal #1, Kinder-3rd grade teachers emphasized a stronger focus on the five foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The teachers continued to use the Daily 5 which fosters behaviors of independence, helps creates a classroom of highly engaged readers and writers while providing the teacher with time and structure to meet diverse student needs by implementing differentiated small groups and providing designated ELD instruction to EL's into a daily routine. K-2 grade teachers also used the Heggerty phonemic awareness books daily for phonemic practice. Goals #2 and #3 were successful due to teachers working in grade level teams to review their data, differentiate lesson plans, and place students in appropriate leveled groupings for Reading. Teachers used beginning of the year DIBELS data to ensure students were placed in appropriate small groups. First and Second grade students who were showing areas of gaps in foundational reading skills were also given additional support time in the classrooms by their teacher. K-3 teachers worked to consistently progress monitor their students as well as review the data to ensure students were placed in appropriate

flexible groupings and were moving as needed. Goal #4 was teachers incorporating iReady into their daily routines. iReady was used in Kinder through 3rd grades this year. used in grades 2nd and 3rd, K-3rd grade teachers also participated in iReady trainings during the year to consistently participate in data talks and provide guidance on how to read and use the iReady data.

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

Kinder through 3rd grade teachers worked to get students assessed by using both the iReady and DIBELS data during assessment windows. Teachers appreciated having time on grade level days to collaborate and discuss different instructional strategies they are finding to be successful in their classrooms. Through these meetings, we were able to have veteran teachers work with newer teachers who were not trained in Wonders show them other resources from the Wonders curriculum for them to incorporate into their whole class and small group instruction. Implementing the small reading groups and effectively running them were a challenge in 3rd grade, but teachers recognized the importance of having to consistently progress monitoring their students.

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.

All Kinder-3rd grade students will be taking the iReady diagnostics three times a year and will be incorporating the student use of iReady into their daily instructional routines. Kinder-3rd grade teachers will participate in iReady professional development sessions throughout the year during staff meetings and will use what they learn from the data to create their small groups. Small group instruction will be a part of the daily ELA block in grade Kinder-3rd grade and teachers will be frequently progress monitoring their students. Teachers will collaborate during Monday grade level meetings and discuss student progress and review reading strategies they are using during their small groups. All Kinder-3rd grade teachers will be using the Heggerty book as a part of their daily, morning routines to help with phonemic awareness. Teachers will be working with LEAP and curriculum alignment this year during several professional development days as well as DWCD.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 2

Goal 2. The percentage of 3rd through 8th grade students able to read at grade level across content areas as measured by CAASPP and iReady will increase by 5% from the previous year.

Identified Need

In 2023-24, there was a decline in the percentage of students in certain grade levels that met or exceeded standards on the CAASPP ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady (Reading) - the percentage of students scoring at or above grade level on iReady	Fall 2024 3rd grade: 65% 4th grade: 45% 5th grade: 43% 6th grade: 49% 7th grade: 55% 8th grade: 40%	Fall 2025: 3rd grade: 70% 4th grade: 50% 5th grade: 48% 6th grade: 54% 7th grade: 60% 8th grade: 45%
CAASPP ELA - percentage of students that met or exceeded standards	Spring 2024 3rd grade: 57% 4th grade: 68% 5th grade: 50% 6th grade: 67% 7th grade: 61% 8th grade: 66%	Spring 2025 3rd grade: 62% 4th grade: 73% 5th grade: 55% 6th grade: 72% 7th grade: 66% 8th grade: 71%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 3rd through 8th grade students

Strategy/Activity

2.1 Students will be provided high quality classroom instruction from teachers through the use of the Wonders curriculum in grades 3rd-5th and StudySync curriculum in grades 6th-8th. Across grades 3rd-8th, teachers will provide rigorous reading instructional strategies such as:
* Reading comprehension strategies that can be employed across curricular areas and subjects.
* Opportunities for students to participate in independent reading.
* Co-constructed charts that are developed with the students to support reading strategies.
* Use of a leveled library to implement guided reading with teachers providing instruction through guided reading groups.
* Teachers will use Instructional read aloud's that focus on a skill that can be replicated during guided reading groups and independent reading.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 3rd through 8th grade students

Strategy/Activity

2.2 Students in grades 3rd-8th will be given opportunities to read more informational texts throughout the day across all content areas. Teachers will provide whole group and small group instruction to students by exposing students to a variety of informational texts not only in ELA, but also during Science and Social Studies through the following instructional strategies:
* Guided practice in the use of reading skills and strategies taught during mini-lessons and teacher conferences while using informational texts.
* Teachers will integrate the same reading and comprehension strategies used during the units in ELA (Wonders or StudySync) when teaching Science and Social Studies
* Teachers will use Scholastic News and other informational texts to practice identifying the main idea and citing evidence
* Teachers will use the adopted Science curriculum to incorporate more exposure of informational text in a Scientific format in order for students to be better prepared for different types of reading passages on the CAASPP test
* Use of graphic organizers to analyze literature
* Use of different types of texts to introduce text structures and use graphic organizers and thinking maps to organize their comprehension.
* Teachers will provide opportunities for students to look at two or more texts and teach them how to look at the information provided and come up with similarities and differences. Allow time to synthesize the information and to write and speak about the comparisons.

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

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students below grade level in Reading in grades 3rd through 8th grades.

Strategy/Activity

2.3 Daily use of iReady (3rd through 6th grades) and Study Sync intervention materials (7th and 8th grades). 3rd-6th grade teachers will also have district provided opportunities to attend virtual iReady trainings and will continue to work together to understand the data and plan with their grade level teams. Intervention materials and iReady data will be consistently used during ELA blocks to ensure students are being provided with small group instruction. 3rd-6th grade teachers will also incorporate using fluency folders for students who are performing below grade level and will progress monitor these students to monitor student growth.

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

Amount(s)	Source(s)

Annual Review

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

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

There has been some progress made on the three ELA goals through the development of key strategies and activities. Teachers worked strategically and purposefully to provide rich, engaging reading instruction to students across all content areas. For Goals #1 and #2, teachers provided students with a variety of reading strategies and comprehension skills that were implemented through ELA, Social Science, and the newly adopted Science curriculum. The 3-5 Wonders and 6-8 StudySync curriculum also presented teachers with opportunities to incorporate Social Science and Science topics already embedded within the rigorous ELA text. Students were provided with access and use of standards aligned materials. Frequent classroom observations of teachers modeling different comprehension skills across the curriculum during whole group and small group instruction. For Goal #3, 3rd-8th grade teachers used iReady as an additional support for students for all students. Students who were performing below grade level were monitored by teachers through student progress and teachers worked to provide small group and individualized instruction based on the data. 7-8 grade teachers used intervention materials embedded within the

StudySync curriculum to assist students who were below grade level. These resources were scaffolded for students yet continued to provide the students opportunities to engage with the rigorous text. One of our most challenging goals was for teachers to commit to the professional development opportunities being offered by the district. Although observed, small group instruction continued to be a challenge with 7-8. Teachers felt time constraints when effectively providing small group instruction due to the length of class periods.

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

Teachers were familiar with using iReady assessments for both Reading and Math. The teachers continued to learn more about iReady and how to read the diagnostic reports as well as learn how to use the individualized instructional pathway. Again, we recognized that our CAASPP scores increased in some grade levels however, there are a few grade levels where there continues to be a decrease in scores. Teachers appreciated the iReady training sessions at the site last year and looked forward to having more trainings on how to best implement the program into their daily schedules. 4th-6th grades made strong strides with incorporating consistent small group instruction, however the amount of time some student were out of the classroom (due to Music) did create scheduling challenges. Grades 7-8 struggled to maintain consistent small group instruction throughout the year.

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.

We will continue with this goal by implementing reading routines to help students comprehend text. In addition, we will review different reading strategies such as: close reading strategies, exposure to vocabulary, and integration of guided reading groups during the ELA block. Teachers will continue to work on improving our reading strategies by exposing students to graphic organizers and note taking while reading several different informational texts. ELA teachers will begin incorporating reading apprenticeship strategies and AVID skills into their ELA instruction. Teachers will work on LEAP during district professional development days and DWCD while focusing on ELA curriculum alignment We will also spend time during our grade level meetings reviewing data to inform instruction, discuss the importance of small group instruction, and comparing the current iReady individualized instructional pathways to create flexible groups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 3

Goal 3: The percentage of English learners reading and writing at grade level will increase by 5% from the previous year as measured by CAASPP and iReady.

Identified Need

The achievement of our English learners has declined in both the areas of Math and Language Arts as measured by CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady - The percentage of EL students at or above grade level in Reading.	Fall 2024 iReady Reading: Kinder: 17% (12 students) 1st grade: 7% (14 students) 2nd grade: 37% (22 students) 3rd grade: 77% (13 students) 4th grade: 53% (13 students) 5th grade: 56% (18 students) 6th grade: 83% (24 students) 7th grade: 55% (20 students) 8th grade: 50% (20 students)	Fall 2025 iReady Reading: Kinder: 22% 1st grade: 12% 2nd grade: 42% 3rd grade: 82% 4th grade: 58% 5th grade: 61% 6th grade: 88% 7th grade: 60% 8th grade: 55%
iReady - The percentage of EL students at or above grade level in Math.	Fall 2024 iReady Math: Kinder: 38% (12 students) 1st grade: 7% (14 students) 2nd grade: 19%. (22 students) 3rd grade: 46%. (13 students) 4th grade: 41%. (13 students) 5th grade: 67%. (18 students) 6th grade: 79%. (24 students) 7th grade: 60%. (20 students) 8th grade: 45%. (20 students)	Fall 2025 iReady Math: Kinder: 43% 1st grade: 12% 2nd grade: 52% 3rd grade: 51% 4th grade: 46% 5th grade: 71% 6th grade: 84% 7th grade: 65% 8th grade: 50%
CAASPP - Percentage of EL students meeting or exceeding standards in ELA	Spring 2024 CAASPP results: ELA 3rd grade: 17% (6 students) 4th grade: 40% (5 students)	Spring 2025 CAASPP results: ELA 3rd grade: 22% 4th grade: 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th grade: 20% (5 students) 6th grade: 0% (2 students) 7th grade: 0% (5 students) 8th grade: 0% (4 students)	5th grade: 25% 6th grade: 5% 7th grade: 5% 8th grade: 5%
CAASPP - Percentage of EL students meeting or exceeding standards in Math	Spring 2024 CAASPP results: Math: 3rd grade: 33% (6 students) 4th grade: 20% (5 students) 5th grade: 20% (5 students) 6th grade: 0% (2 students) 7th grade: 0% (5 students) 8th grade: 25% (4 students)	Spring 2025 CAASPP reults: Math: 3rd grade: 38% 4th grade: 25% 5th grade: 25% 6th grade: 5% 7th grade: 5% 8th grade: 30%
ELPAC - Percentage of students scoring at a level 4 or 3	ELPAC 2024: Kinder: 22%/28% 1st grade: 0%/75% 2nd grade: 25%/63% 3rd grade: 0%/67% 4th grade: 40%/40% 5th grade: 20%/40% 6th grade: 0%/50% 7th grade: 60%/40% 8th grade: 25%/25%	ELPAC 2025: Kinder: 27%/33% 1st grade: 5%/80% 2nd grade: 30%/68% 3rd grade: 5%/72% 4th grade: 45%/45% 5th grade: 25%/45% 6th grade: 0%/55% 7th grade: 65%/45% 8th grade: 30%/30%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners in grades Kinder through 8th

Strategy/Activity

3.1 All teachers will provide designated and integrated ELD instruction daily. Effective instructional practices will be utilized during designated and integrated ELD time. This includes the use of the California ELD standards as a guide and district adopted ELA curriculum such as:
*Wonders ELD companion workbooks
*Guided EL lessons modeled by the teacher from the Wonders and StudySync teacher manuals
*Incorporating GLAD strategies into everyday teaching practices across the content area such as: co-constructed charts, input charts, chants and songs, realia, student collaboration through pair-shares, and/or several opportunities for language acquisition through vocabulary and read aloud activities.
* Teachers will continue to implement workshop model of instruction to incorporate more student/teacher time.

* Teachers will incorporate more use of visuals and hands-on activities to teach core academic skills.
*Use collaborative learning model, which includes less teacher talk and more student talk.
*Teachers will be provided opportunities throughout the school year to attend district or county level trainings that address the needs of our EL students
*Teachers will have focused grade level meetings to collaborate and discuss how we can address our LTEL's and what strategies we can incorporate into our daily instruction that will help students to become RFEP.
*Teachers will sign-up for EL walk-throughs and lessons so that Admin may come to observe during these times.

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

Amount(s)   Source(s)

Annual Review

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

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

Goal #1 needed to be a focus of our site due to some of our EL students showing little growth. We realized our teachers needed to provide EL students with ample opportunities to participate in rich, academic discourse across all subject areas throughout the day during designated and integrated ELD times. Students needed to listen to rich language as well as have the chance to use it by participating in different EL strategies such as: think-pair-share, turn and talk, heads together, gallery walks, and co-constructed charts and paragraph. Teachers showed some improved engagement during their designated ELD times with their students and were able to make better use of the Wonders ELD companion and the access handouts that StudySync provides for our 6-8 grade students. Goal # 2 proved to still be a challenge for our middle school students throughout the year. A middle school elective that has an emphasis on ELD instruction was difficult to implement. The 7-8 grade teachers realized ELD instruction must be integrated through all subjects and a designated ELD time could take place during ELA, Math, or during study skills. 7-8 ELA teachers agreed they will use their ELA times to provide the designated ELD instruction.

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

No major differences were observed with the exception that consistent designated ELD time for our EL students continues to be an area requiring improved implementation. Teachers need to be

more familiar with the different levels of EL students within their classrooms and to make sure they are implementing strong EL teaching strategies such as: GLAD strategies across subject areas, teacher modeling, and the use of the different ELD materials that are embedded in Wonders and StudySync. Teachers need to differentiate instruction, using scaffolds by providing multiple opportunities for EL students to demonstrate mastery. Our staff also realized we need more supports when it comes to other languages than Spanish, such as: Vietnamese, Hindi, Urdu, and Punjabi

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.

We will continue with this goal as written. Increased interventions & academic supports must be embedded throughout content areas. Teachers will consistently use iReady for extended reinforcement and practice. Teachers will focus on more effective integrated ELD instruction during whole group instruction by utilizing strong, ELD strategies. Teachers will become more familiar with the different ELD materials in both Wonders and StudySync by incorporating more EL strategies (GLAD) during integrated ELD time and provide individualized targeted instruction to their EL students during designated ELD time. During grade level meetings, teachers will collaborate on the progress of their EL students and make connections with them throughout the school year by frequent check-ins. Teachers will use their iReady data on EL students and will collaborate with their grade level team on how to best support their English Learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 4

Goal 4: The percentage of K-8th grade students meeting grade level standards in mathematics as measured by iReady/CAASPP will increase by 5% from the previous year.

Identified Need

There was an overall decrease in the percentage of students that met or exceeded standards on the CAASPP in Math in the 23-24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady - Percentage of students scoring at or above grade level on iReady	Fall 2024 iReady Math: Kinder: 19% 1st grade: 9% 2nd grade: 13% 3rd grade: 21% 4th grade: 35% 5th grade: 48% 6th grade: 50% 7th grade: 48% 8th grade: 39%	Fall 2025 iReady Math: Kinder: 24% 1st grade: 14% 2nd grade: 18% 3rd grade: 26% 4th grade: 40% 5th grade: 53% 6th grade: 55% 7th grade: 53% 8th grade: 44%
CAASPP - Percentage of students meeting or exceeding standards in math in 3rd-8th grade	Spring 2024 CAASPP Math: 3rd grade: 64% 4th grade: 62% 5th grade: 45% 6th grade: 45% 7th grade: 48% 8th grade: 57%	Spring 2025 CAASPP Math: 3rd grade: 69% 4th grade: 67% 5th grade: 50% 6th grade: 50% 7th grade: 53% 8th grade: 62%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in grades Kinder through 8th grade

Strategy/Activity

4.1 All teachers will emphasize academic vocabulary and reading strategies for problem solving during math instruction by modeling problem sets within the Eureka curriculum and incorporating instructional strategies that focus on teachers modeling the "I do, we do, you do" strategy and then gradually shift the responsibility for learning from the teacher to the students. Students will build their skills and confidence over time by starting with explicit instruction and modeling, moving to guided practice, and finally to independent practice.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in grades Kinder through 8th grade

Strategy/Activity

4.2 All K-8th grade teachers will use effective instructional strategies to differentiate for all math levels.
This includes:
*The continued use of district-adopted materials in all math classes differentiating instruction to meet the needs of individual students. (HMH Math, Number Talks, iReady Math for 7/8, SVMI strategies)
*Use of co-constructed anchor math charts displayed around the room providing students a resource for academic vocabulary as well as math reminders to guide with independent practice.
*Implementing small group instruction in the area of mathematics as needed through the use of the review and challenge worksheets.
*Students who demonstrate mastery of grade level curriculum may qualify to take math in an above grade level setting and/or will be provided with enrichment activities within their daily instruction through the use of HMH Math and SVMI Mars Tasks.
*Teachers will work with small groups to review the current lesson and/or math skills needed for the current lesson.
*An 7/8 academic lab has been developed as an elective to provide additional support to 7th and 8th grade struggling students.
*Implement daily math lessons in which students are providing justification in problem solving and student engagement.
*Teachers will utilize additional curriculum to support the needs of students in math who are above or below grade level. This includes Reflex Math, Khan Academy, and iReady.

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

Amount(s)   Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students in grades Kinder through 6th grade

Strategy/Activity

4.3 Kinder-6th grade teachers and administrators will continue to participate in ongoing professional development with the new HMH Math curriculum by participating in HMH trainings throughout the school year. Teachers will participate in 2 half day sessions that will focus on learning the newly adopted curriculum and providing them with opportunities to collaborate with grade level peers . Teachers will also have the opportunity to plan lessons with colleagues and talk about and review assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

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

ANALYSIS

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

The overall indication for the effectiveness of Goal #1 shows that Math continues to be an area that we need to improve in. Math scores on the CAASPP did go down in certain grade levels compared to the previous year. Teachers will continue to model how to utilize reading strategies into their Math instruction in order to help students break down math problems. Teachers will continue to introduce and use the correct mathematical language and terms while teaching Math and offer opportunities for students to use the language as well when practicing mathematical discourse. Teachers will provide opportunities for students to review their strategies with other students on how to effectively break down math problems by providing them with a foundation of academic math vocabulary and modeling. Goal #2 was successful in different areas. Teachers used district adopted curriculum and reviewed on-going data from daily exit tickets to mid-module assessments to create small groups for instruction. Students who were performing above grade level based on CAASPP and iReady scores were given the opportunity to take an advanced math course that will challenge them with above grade level curriculum. In 7-8 grades, students who were struggling with Math were placed in a Math elective to provide them with extra support within the general Math class. The 7/8 Math teacher also continued to use strategies from the book Grading for Equity to rethink her grading practices which allows for students to retake assessments and come in for Math

help if needed. Teachers worked on implementing more problem solving strategies within their classrooms and allowed for students to have the opportunities to share the different ways they strategized to solve problems. Through the use of iReady, K-6 teachers were able to provide supports to students working at their individualized levels. Goals #3 and Goal #4 continued throughout the year with both administrators and teachers participating in on-going Math PD through a partnership with HMH in order to focus on increasing Math scores. During PD's and/or grade level meetings, teachers participated in Math collaboration with others and reflected on past results. Through collaboration, teachers also reviewed math assessments and planned instruction accordingly to key standards.

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

Teachers continue to struggle when it comes to teaching the actual math lesson due to several students not having the necessary foundational skills needed in order to access the content of the lesson. Teachers continue to take time to scaffold some lessons and provide students with opportunities to review such skills. Teachers continued to struggle with fidelity to the curriculum and incorporate SVMI strategies into their daily routines. Teacher began realizing the importance of student talk and exploration during a math lesson versus a lot of teacher talk. Teachers were consistently reviewing data to incorporate small groups into their daily math lessons. Several teachers continued to open their classrooms during lunch time or after school in order to offer additional supports to students that were in need.   After school tutoring was also offered by high school students in 5th and 6th grades to offer support with homework and foundational skills.

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

This goal will continue. The partnership with our new HMH curriculum will provide more district led opportunities for K-6th grade teachers to collaborate about best practices for math instruction. Teachers will have opportunities to work alongside with other grade level teachers in order to strengthen math instruction by planning lessons, co-teaching, and reflecting and restructuring lessons that will best benefit our students. This year every grade level will continue to use iReady and some grade level teachers are using Reflex math to help students with math fact automaticity, All teachers have gone to the district provided HMH trainings and are implementing the program within their classrooms. Several teachers are also using the individualized instructional pathway for their students, this helps teachers when identifying students into small groups. Teachers are able to design their small group instruction based on the needs of their students and allows for them to monitor student progress in order for the groups to be adjusted accordingly through progress monitoring.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 5

Goal 5: There will be a 5% increase in student responses pertaining to student engagement and achievement for 5th-8th grade students as measured by the Youth Truth Survey and CAASPP.

Identified Need

In the analysis of Youth Truth data, there was a moderate decline in positive responses in the areas of engagement, relationships, and peer collaboration in grades 5th-8th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Percentage of Positive Responses	February 2024 Student Responses: Engagement: 5th grade: 81% 6th grade: 71% 7th grade: 44% 8th grade: 52% Relationships: 5th grade: 78% 6th grade: 57% 7th grade: 43% 8th grade: 48% Belonging & Peer Collaboration: 5th grade: 21% 6th grade: 24% 7th grade: 42% 8th grade: 52% Culture: 5th grade: 10% 6th grade: 11% 7th grade: 26% 8th grade: 32%	February 2025 Student Responses: Student Responses: Family Responses: Engagement: Engagement: 75% 5th grade: 86% Relationships: 91% 6th grade: 76% Communication & Feedback: 85% 7th grade: 49% Resources: 79% 8th grade: 57% School Safety: 63% Relationships: 5th grade: 83% 6th grade: 62% 7th grade: 48% 8th grade: 53% Belonging & Peer Collaboration: 5th grade: 26% 6th grade: 29% 7th grade: 47% 8th grade: 57%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Family Responses: Engagement: 70% Relationships: 86% Communication & Feedback: 80% Resources: 74% School Safety: 58%	Culture: 5th grade: 15% 6th grade: 16% 7th grade: 31% 8th grade: 37%
Overall Percentage of 5th-8th grade students who performed at or above grade level on the CAASPP	Spring 2024 CAASPP Results: 5th grade: ELA: 50% Math: 45% 6th grade: ELA: 67% Math: 45% 7th grade: ELA: 61% Math: 48% 8th grade: ELA: 66% Math: 57%	Spring 2025 CAASPP Results: 5th grade: ELA: 55% Math: 50% 6th grade: ELA: 72% Math: 50% 7th grade: ELA: 66% Math: 53% 8th grade: ELA: 71% Math: 62%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8th grade students

Strategy/Activity

5.1 A safe and secure environment will be maintained at Brookside School by following the school wide behavior plan.
This includes the following:
Monthly flag salute serves as a school-wide celebration recognizing student success and reinforcing school spirit. Each month a student is honored that exhibits a specific character trait.
Expand the "Caught You Being Good" program to recognize good behavior and citizenship.
Tickets are handed out K-8th and students have the opportunities once a month to turn in their tickets for various prizes, snacks, and/or popsicles.
Maintain a school climate in which bullying is not tolerated (school assemblies, classroom presentations, guided restorative circles, peer mediators, mediation sessions)
Using school-based counseling services for students in need

Brookside School will also have a certified therapy dog on site at least three days a week. Duke, the therapy dog, will travel to classes to do activities with our school counselor and is also on-hand for students who might need emotional support or help with calming down.
Outsourcing with VCCS when our AST team notices a student referral needs to be made.
School wide activities for Unity Day and Kindness Week are planned. This includes cross grade level activities.
Ruby Bridges Walk to School Day will be incorporated this year to empower and inspire our students to end racism.
Rules assemblies are held to clearly communicate behavioral expectations for K-8th grade students.
Red Ribbon Week activities are planned.
Peer Mediators are available to help their peers resolve conflict.
The Safety Officer on campus will participate in activities that build relationships with the students through classroom presentations and making connections with students and their families.
Quarterly Awards Ceremonies recognizing honor roll students are planned
The Reflections award ceremony recognizes the participants of the PTSA contest.
The leadership class has increased the amount of spirit days and communication with the classes about student activities.
The leadership club has also incorporated Junior Bobcats into our plan by targeting students who have been recommended by the classroom teacher, administration, or school counselor.
Classroom meetings/circles happen weekly.
College/Career month includes classroom presentations, spirit days and culminates in a career fair that includes approximately 65 professionals who will speak with the 5th through 8th grade students.
8th graders have the opportunity to practice the interview process. In addition, professionals in the community will present in kindergarten through 4th grade classrooms.
Field Trips - each grade level will attend 1-2 academically aligned field trips to support learning.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8th grade students

Strategy/Activity

5.2 Monthly grade level, random student meetings and/or surveys will be held or sent out to gauge student feelings about bullying and student/staff relationships. This information will then be shared at staff meetings and will be a focus during district wide collaboration days.

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

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

5th-8th Grade Students

Strategy/Activity

5.3 Monthly grade level meetings will be held to communicate school wide expectations and other topics relevant to adolescence. (avoiding social media pressures, anti-drugs, anti-bullying etc.). This will include a bimonthly advisory for students that will focus on executive functioning skills and the social emotional needs of the students. 5th-8th grade students will also have frequent "wellness" check-ins with teachers, other staff, school counselor, Assistant Principal, Safety Officer, or Principal.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8th grade students

Strategy/Activity

5.4 The staff will implement social emotional lessons using the In Focus curriculum 2 times per week for K-6, 7/8 grade teachers will incorporate social emotional lessons 1-2 times per week.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8th grade students

Strategy/Activity

5.5 Ms. Jenna (school counselor) and Ms. Catalina (part-time school counselor) will have frequent, scheduled classroom visits where they cover a variety of topics such as: bullying, being kind, making friends, dealing with feelings, etc...

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8th grade students

Strategy/Activity

5.6 The Bobcat DEN is a deescalation space for students. Due to space, the Bobcat Den is currently in the school counselor's office where it includes alternative seating, fidgets and other resources to help support students and staff with calming strategies. Brookside has also began incorporating a therapy dog into our weekly schedule. Duke, visits the school approximately 3 times a week where he does scheduled classroom visits with the school counselor and also acts as a tool to help students with deescalation or that need emotional support.

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8 students that may require additional behavioral support.

Strategy/Activity

A team of staff members will check in with the students daily to provide encouragement at the beginning and end of the school day. Check-in's will be documented through AERIES and staff will monitor the progress and success of the check-in's at our AST meetings. An SEL team of staff members will be created and will meet once a month to review student surveys, discuss student/staff morale, and design activities for staff and students to participate in throughout the school year. This team will focus on making improvements at our site by reviewing: school culture, engagement, relationships, and belonging/peer collaboration.

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

Amount(s)   Source(s)

Annual Review

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

ANALYSIS

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

Despite the staff working diligently to provide a variety of resources for students to access, as needed, both inside and outside of the classroom, students continued to not have consistent exposure to the In-Focus curriculum as we had planned for. Teachers felt the need to ensure that students were getting through all of the core standards and the SEL lessons were often pushed back or not done at all. Many engaging activities were in place for the students such as: monthly flag salutes, "caught you being good" tickets, student store, and character awards.

Different extracurricular activities were also incorporated for students in various grade levels to participate in such as: Science Olympiad, Reflections, Pokemon Club, and the School Play. We continued to show a decrease in negative behaviors during the 7/8 lunch times due to 7/8 grade students being able to participate in intramural sports during lunch times which were structured and organized by the 7/8 PE teachers. During the Spring, we saw a decrease of incident reports during 5/6 lunchtimes due to Leadership organizing different group games such as: dodgeball and spike ball. These were student organized tournaments that were ran mostly by Leadership students and a teacher was there to supervise. We felt this helped boost 5th-8th grade engagement and also encouraged students to work together as teams. All of these opportunities encouraged positive student morale and engagement throughout the year. Having school wide activities such as Red Ribbon Week, Unity Day, Kindness Week, and more Spirit Weeks were also provided to encourage a safe and supportive school environment.   The communication between the school and families continued to increase with the use of ParentSquare by the individual classroom teachers, school Principal, and the District Office.

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

We noticed as a staff we were still seeing some issues out on the playground during recess times and other unstructured times during the day. Students continue to struggle with more mental health concerns and we continued to see our school counselor being accessed more than in the past. There continues to be a need for VCCS for outsourced therapy for several students. Despite the staff working diligently to provide a variety of resources for students to access both inside and outside of the classroom, students were not exposed to the In-Focus curriculum as we had planned for. Teachers felt the need to ensure that students were getting through all of the core standards and the SEL lessons were often pushed back or not done at all. Teachers also recognized students having a higher need for social emotional learning and when they did utilize the In-Focus curriculum for a mini-lesson, it did help to meet student needs. Students continued to use strategies they were taught by Ms. Jenna in the past such as: Kelso's choices, Komochi Feelings, or restorative practices. Students who consistently used Kelso's Choices and the Kimochi Feelings were able to use these skills when encountering conflict on the playground. The use of the Bobcat Den was implemented yet the site struggled to keep a permanent person in this position for it to be used effectively without taking away or interfering with Ms. Jenna's scheduling Monthly grade level

meetings attended by the school Principal and/or Assistant Principal were helpful and are important to continue in order for students to be familiar with the consistent, school-wide expectations. We also noticed we need to do a better and more consistent job in checking in with teachers and making sure we are identifying students who need the extra "check-in/check-out" supports throughout the year.

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

This goal will remain the same but focus on 5th-8th grade students. We have been provided with an additional part-time counselor who will help with the 6th-8th grade students. Ms. Jenna will work to consistently schedule mini-lessons within the classrooms to utilize the In-Focus curriculum to incorporate social emotional learning lessons throughout the year and also reinforce strategies that can be embedded into restorative circles. We will provide more opportunities for teachers to seek help when running a classroom meeting or restorative circle by our school counselor or Administration. We are also creating an SEL team (CARE team) that will be devised of teachers, staff, security officer, and Administration that will work together to strengthen our school culture and help build relationships. These will be monthly meetings in order to collaborate with all teachers and to work together to identify students in need. The Bobcat Den will continue to be located in Ms. Jenna's office where it can be easily accessible to all students as needed and Duke will continue to be apart of our site. We have also added, Sophie, a 6th grade therapy dog that is housed in one 6th grade classroom and specifically for those students within that area. Our school is thrilled to continue with all of our incentive programs, extracurricular activities, flag salutes and character traits throughout the year. There was a decline in some of the student responses on the Youth Truth survey and we feel confident the percentages will increase due to the changes we are making.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Comprehensive Support and Improvement (CSI)		

Total Funding Allocation:
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**

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

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Jennifer Irwin	Principal
Isabel Lopez	Other School Staff
Julie Glennon	Classroom Teacher
Amy Tenaza	Classroom Teacher
Erik Taylor	Parent or Community Member
Angela Escalante	Parent or Community Member
Daniella Taylor	Parent or Community Member
Nicki Radisich	Other School Staff 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 October 16, 2024.

Attested:

	Principal, Jennifer Irwin on 10/16/2024
	SSC Chairperson, Daniella Taylor on 10/16/2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

     b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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