

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walter M. Brown Elementary School	50757396102743	05/09/2024	06/04/2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Walter M. Brown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Targeted Assistance School

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

Plan Description

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

This plan is being used by Walter M. Brown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Targeted Assistance School

Brown Elementary meets ESSA requirements in alignment with: School Site Council, School Leadership Team, English Learner Advisory Council, Professional Learning Communities, Stanislaus County Office of Education

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

*****Timeline i.e.

Date	Who	Activity
08/08/2023	Leadership	Met, analyzed data and discussed next steps/PLC focus.
08/10/2023	Staff	Focus on Math and math intervention, use of core curriculum, review data and next steps for PLC Focus.
08/11/2023	Staff	Culturally responsive schools and leadership.
08/16/2023	Staff	Met with classified staff to review data and discuss focus for safety, social-emotional learning and goals for the year.
08/22/2023	Parents	Back to School Night Parent Information, including Title 1, parent involvement (ELAC/SSC).
08/28/2023	Leadership	iReady diagnostics data review and Eureka math discussion and focus.
8/29/2023	Staff	Monthly PBIS Team Meeting.
09/11/2023	Staff	iReady data dive and math focus with use of core curriculum.
09/28/2023	Parents	Title 1 parent meeting.
9/29/2023	Staff	Monthly PBIS Team Meeting.
10/02/2023	Leadership	Reviewed school-wide goals for 23-24.
10/10/2023	Parents	SSC/ELAC Meeting to review school goals for 23-24.
10/30/2023	Leadership	Discussed attendance incentives and iReady data in preparation for Diagnostic 2.
10/31/2023	Staff	Monthly PBIS Team Meeting.
11/6/2023	Staff	Focus on SWIS and major/Minor behavior infraction entries.
11/28/2023	Staff	Monthly PBIS Team Meeting.
12/4/2023	Leadership	Reviewed math and reading data and discussed Comprehensive School Site Safety Plan.
12/11/2023	Staff	Reviewed math and reading data and behavior entry data.
1/22/2024	Staff	Reviewed School Behavior Expectations and PBIS.
1/29/2024	Leadership	Discussed prioritizing 20 minutes for iReady My Path (10 minutes in math and 10 minutes in reading).
1/30/2024	Staff	PBIS Team Meeting.
2/5/2024	Staff	Reviewed CAASPP Data.
2/26/2024	Staff	Discussed attendance data and brainstormed ideas for incentives for perfect attendance.
2/27/2024	Staff	Monthly PBIS Team Meeting.
3/11/2024	Staff	Discussed percentage of time grade levels have spent on iReady My Path.
3/13/2024	Parents	Open House.
3/18/2024	Leadership	Discussed iReady Data and introduced Tammy Clarke to the leadership team.
3/25/2024	Staff	Reviewed iReady Data and went through CAASPP Training.
3/26/2024	Staff	Monthly PBIS Team Meeting.
4/15/2024	Staff	Reviewed school safety, iReady data, and SWIS data.
4/17/2024	Parents	PIQE Graduation Ceremony.

4/25/2024	Parents	ELAC/SSC Reviewed iReady data, attendance, upcoming school events, and SWIS.
4/29/2024	Staff	Discussed end of the year checkout procedures.
4/30/2024	Staff	Monthly PBIS Team Meeting.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No inequities at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Red: ELA

Orange: Mathematics

Two significant areas that need improvements based on the Dashboard results and local data are mathematics and ELA. In order to address these performance gaps, leadership and staff members continue to prioritize essential learning targets in both ELA and Math. We continue to evaluate essential learning target data, interventions, enrichment opportunities, and improvement in student achievement. Brown School staff referenced our Multi-Tiered System of Supports at each staff meeting to ensure that we are analyzing data and providing intervention and enrichment supports to all of our students.

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

Suspension Rate

All students are in the Green and our Hispanic subgroup is two levels behind in the Orange. Brown School staff continue to refine the implementation of positive behavior intervention supports in order to ensure that we are continuing to provide other means of correction, social emotional support, peer support, counseling resources, and rewarding positive behavior expectations. Brown School staff continue to analyze behavior data to monitor trends in behavior and differentiate between major and minor behavior infractions.

Math

Our Hispanic Population is two or more grade levels behind. Brown will continue to utilize our MTSS model to ensure that the gaps this student group has in math is being address with the appropriate tier of academic support.

Chronic Absenteeism

Our Asian student group is in the Orange. Brown school will utilize the Community Liaison position to improve our communication of absences and the PBIS Team will continue coming up with strategies to creatively reward students with good attendance.

Suspension

Our Hispanic and Two or More Races are in in the Orange. The PBIS Team will continue creating videos depicting appropriate behavior expectations and rewarding students that exhibit the desired behaviors with Great Job Tickets that they can use to make purchases at the PBIS Store on Wednesdays.

Other Needs

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

Our LEA monitors local data and provides academic and behavior data that allows us to make informed decisions at the site level.

2022-2023 ELA Met or Exceeded: 21.70%

2022-2023 Math Met or Exceeded: 141.13%

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.81%	0.93%	3	5	6
African American	3.4%	2.74%	3.43%	21	17	22
Asian	9.2%	9.84%	8.41%	57	61	54
Filipino	%	0.16%	0.16%		1	1
Hispanic/Latino	53.4%	52.74%	55.61%	332	327	357
Pacific Islander	0.6%	0.32%	0.31%	4	2	2
White	29.1%	29.52%	27.41%	181	183	176
Multiple/No Response	2.4%	1.94%	1.25%	15	12	8
Total Enrollment				622	620	642

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	90	107
Grade 1	84	71	85
Grade 2	79	95	74
Grade3	85	82	102
Grade 4	102	80	85
Grade 5	104	95	86
Grade 6	84	107	99
Grade 7			4
Total Enrollment	622	620	642

Conclusions based on this data:

1. In the 2022-2023 school year, our largest student group is our hispanic/latino population at 55.61%.
2. In the 2022-2023 school year, our second largest student group, white, decreased 2.11% from the year before.
3. In the 2022-2023 school year, our African American student group increased to 22 from 17.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	195	210	184	31.40%	33.9%	28.7%
Fluent English Proficient (FEP)	35	40	33	5.60%	6.5%	5.1%
Reclassified Fluent English Proficient (RFEP)	9	16	17	4.6%	7.6%	2.60%

Conclusions based on this data:

1. In the 2022-2023 we have decreased in the amount of English Learners enrolling at Brown Elementary.
2. In the 2022-23 school year, we reclassified one more student than the prior year.
3. In the 2022-2023 school year our total enrollment of English Learners declined, as a result the number of Fluent English Proficient declined as well.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	87	104	86	82	102	86	82	102	98.9	94.3	98.1
Grade 4	102	85	85	101	81	80	101	81	80	99.0	95.3	94.1
Grade 5	103	97	89	102	91	86	102	91	86	99.0	93.8	96.6
Grade 6	85	111	101	84	106	96	84	106	96	98.8	95.5	95.0
All Grades	377	380	379	373	360	364	373	360	364	98.9	94.7	96.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2382.	2388.	2364.	13.95	15.85	11.76	18.60	20.73	13.73	24.42	19.51	21.57	43.02	43.90	52.94
Grade 4	2406.	2414.	2392.	7.92	8.64	5.00	17.82	17.28	16.25	15.84	32.10	16.25	58.42	41.98	62.50
Grade 5	2441.	2422.	2425.	10.78	7.69	2.33	15.69	17.58	15.12	21.57	16.48	29.07	51.96	58.24	53.49
Grade 6	2477.	2464.	2468.	5.95	5.66	6.25	22.62	14.15	15.63	32.14	33.96	35.42	39.29	46.23	42.71
All Grades	N/A	N/A	N/A	9.65	9.17	6.59	18.50	17.22	15.11	23.06	25.83	25.82	48.79	47.78	52.47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.30	13.41	4.90	65.12	52.44	53.92	25.58	34.15	41.18
Grade 4	7.92	6.17	6.25	68.32	72.84	56.25	23.76	20.99	37.50
Grade 5	12.75	8.79	6.98	53.92	51.65	61.63	33.33	39.56	31.40
Grade 6	5.95	4.72	6.25	60.71	46.23	48.96	33.33	49.06	44.79
All Grades	9.12	8.06	6.04	61.93	55.00	54.95	28.95	36.94	39.01

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.71	15.85	4.90	48.81	45.12	36.27	40.48	39.02	58.82
Grade 4	4.00	4.94	1.25	41.00	53.09	43.75	55.00	41.98	55.00
Grade 5	8.82	4.40	2.33	43.14	34.07	39.53	48.04	61.54	58.14
Grade 6	9.52	5.66	7.29	44.05	51.89	44.79	46.43	42.45	47.92
All Grades	8.11	7.50	4.12	44.05	46.11	40.93	47.84	46.39	54.95

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.98	8.54	2.94	75.58	73.17	65.69	17.44	18.29	31.37
Grade 4	2.97	7.41	6.25	76.24	75.31	60.00	20.79	17.28	33.75
Grade 5	1.96	6.59	8.14	74.51	60.44	72.09	23.53	32.97	19.77
Grade 6	10.71	12.26	8.33	64.29	66.98	66.67	25.00	20.75	25.00
All Grades	5.36	8.89	6.32	72.92	68.61	66.21	21.72	22.50	27.47

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.14	12.20	11.76	65.12	63.41	60.78	26.74	24.39	27.45
Grade 4	5.94	3.70	11.25	69.31	72.84	57.50	24.75	23.46	31.25
Grade 5	10.78	8.79	3.49	54.90	56.04	65.12	34.31	35.16	31.40
Grade 6	8.33	6.60	6.25	69.05	62.26	68.75	22.62	31.13	25.00
All Grades	8.31	7.78	8.24	64.34	63.33	63.19	27.35	28.89	28.57

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Conclusions based on this data:

1. In 2022-2023, our 3rd graders students decreased significantly in met or exceeded in comparison to 2021-2022.
2. In 2022-2023, our 6th grade students increased in met or exceeded by 2% in comparison to 2021-2022.
3. In 2022-2023, our total number of student enrolled that participated in the assessment increased to 96% in comparison to 94.7% in the 2021-2022 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	87	104	87	83	104	87	83	104	100.0	95.4	100.0
Grade 4	102	85	85	101	84	85	101	84	85	99.0	98.8	100.0
Grade 5	103	97	89	103	96	87	103	96	87	100.0	99.0	97.8
Grade 6	85	111	101	85	109	99	85	109	99	100.0	98.2	98.0
All Grades	377	380	379	376	372	375	376	372	375	99.7	97.9	98.9

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2363.	2387.	2365.	4.60	9.64	2.88	16.09	21.69	15.38	22.99	21.69	24.04	56.32	46.99	57.69
Grade 4	2404.	2395.	2395.	2.97	2.38	4.71	14.85	11.90	10.59	29.70	29.76	30.59	52.48	55.95	54.12
Grade 5	2408.	2428.	2417.	0.97	8.33	4.60	9.71	5.21	6.90	13.59	19.79	19.54	75.73	66.67	68.97
Grade 6	2441.	2423.	2439.	1.18	0.92	5.05	11.76	6.42	6.06	25.88	24.77	25.25	61.18	67.89	63.64
All Grades	N/A	N/A	N/A	2.39	5.11	4.27	13.03	10.75	9.87	22.87	23.92	24.80	61.70	60.22	61.07

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.60	12.05	9.62	48.28	43.37	32.69	47.13	44.58	57.69
Grade 4	3.96	4.76	3.53	34.65	30.95	34.12	61.39	64.29	62.35
Grade 5	0.97	8.33	3.45	31.07	32.29	31.03	67.96	59.38	65.52
Grade 6	0.00	0.92	3.03	34.12	27.52	33.33	65.88	71.56	63.64
All Grades	2.39	6.18	5.07	36.70	33.06	32.80	60.90	60.75	62.13

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.05	16.87	4.81	41.38	37.35	38.46	50.57	45.78	56.73
Grade 4	6.93	3.57	7.06	35.64	38.10	41.18	57.43	58.33	51.76
Grade 5	2.91	7.29	2.30	34.95	30.21	34.48	62.14	62.50	63.22
Grade 6	4.71	2.75	4.04	37.65	40.37	41.41	57.65	56.88	54.55
All Grades	5.59	7.26	4.53	37.23	36.56	38.93	57.18	56.18	56.53

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.05	14.46	3.85	58.62	54.22	59.62	33.33	31.33	36.54
Grade 4	6.93	3.57	8.24	50.50	47.62	34.12	42.57	48.81	57.65
Grade 5	3.88	6.25	3.45	50.49	47.92	45.98	45.63	45.83	50.57
Grade 6	2.35	1.83	3.03	65.88	55.96	51.52	31.76	42.20	45.45
All Grades	5.32	6.18	4.53	55.85	51.61	48.53	38.83	42.20	46.93

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2022-2023, 14.14% of all students met or exceeded in the area of mathematics.
2. In 2022-2023, our 3rd students did significantly better in the areas of met or exceed in comparison to all other grade levels.
3. In 2022-2023, our number of students that participated in testing increased in comparison to 2021-2022.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1397.0	1379.0	1394.3	1406.1	1390.9	1397.5	1375.5	1351.4	1386.7	26	37	35
1	1461.6	1422.7	1432.9	1469.5	1420.0	1447.8	1453.1	1425.0	1417.3	29	26	24
2	1460.7	1465.4	1450.3	1457.7	1465.7	1443.5	1463.2	1464.5	1456.7	23	39	22
3	1470.7	1476.5	1498.4	1465.7	1471.7	1513.8	1475.3	1480.9	1482.5	29	25	33
4	1515.7	1499.6	1481.5	1511.4	1493.8	1484.6	1519.6	1504.9	1477.9	29	30	24
5	1511.0	1505.0	1518.3	1511.6	1500.3	1522.0	1510.1	1509.0	1514.1	32	30	24
6	1548.0	1517.3	1527.2	1538.9	1510.0	1523.1	1556.6	1524.3	1530.8	21	29	28
All Grades										189	216	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	2.70	17.14	30.77	29.73	22.86	30.77	32.43	28.57	30.77	35.14	31.43	26	37	35
1	6.90	11.54	8.33	51.72	19.23	45.83	27.59	34.62	20.83	13.79	34.62	25.00	29	26	24
2	8.70	7.69	9.09	34.78	41.03	36.36	34.78	38.46	36.36	21.74	12.82	18.18	23	39	22
3	6.90	12.00	18.18	34.48	24.00	42.42	31.03	36.00	24.24	27.59	28.00	15.15	29	25	33
4	20.69	20.00	20.83	48.28	40.00	16.67	31.03	10.00	29.17	0.00	30.00	33.33	29	30	24
5	21.88	13.33	20.83	31.25	40.00	41.67	31.25	26.67	12.50	15.63	20.00	25.00	32	30	24
6	23.81	17.24	10.71	47.62	44.83	60.71	23.81	20.69	14.29	4.76	17.24	14.29	21	29	28
All Grades	13.76	11.57	15.26	39.68	34.72	37.89	30.16	28.70	23.68	16.40	25.00	23.16	189	216	190

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	5.41	14.29	50.00	27.03	34.29	19.23	35.14	20.00	26.92	32.43	31.43	26	37	35
1	34.48	7.69	37.50	27.59	26.92	20.83	24.14	42.31	20.83	13.79	23.08	20.83	29	26	24
2	21.74	20.51	9.09	17.39	38.46	40.91	43.48	30.77	36.36	17.39	10.26	13.64	23	39	22
3	17.24	12.00	48.48	48.28	36.00	27.27	13.79	36.00	9.09	20.69	16.00	15.15	29	25	33
4	27.59	40.00	33.33	65.52	30.00	33.33	6.90	6.67	12.50	0.00	23.33	20.83	29	30	24
5	28.13	33.33	37.50	50.00	40.00	33.33	9.38	6.67	16.67	12.50	20.00	12.50	32	30	24
6	33.33	34.48	35.71	47.62	37.93	50.00	14.29	13.79	0.00	4.76	13.79	14.29	21	29	28
All Grades	23.81	21.76	31.05	44.44	33.80	34.21	17.99	24.54	15.79	13.76	19.91	18.95	189	216	190

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	0.00	8.57	15.38	21.62	17.14	34.62	40.54	45.71	38.46	37.84	28.57	26	37	35
1	3.45	15.38	0.00	41.38	11.54	29.17	27.59	23.08	41.67	27.59	50.00	29.17	29	26	24
2	8.70	2.56	9.09	34.78	41.03	27.27	21.74	35.90	27.27	34.78	20.51	36.36	23	39	22
3	3.45	12.00	6.06	27.59	20.00	24.24	31.03	16.00	30.30	37.93	52.00	39.39	29	25	33
4	17.24	13.33	8.33	24.14	26.67	12.50	44.83	26.67	25.00	13.79	33.33	54.17	29	30	24
5	18.75	3.33	12.50	12.50	26.67	16.67	40.63	43.33	37.50	28.13	26.67	33.33	32	30	24
6	14.29	3.45	3.57	28.57	13.79	21.43	42.86	58.62	53.57	14.29	24.14	21.43	21	29	28
All Grades	11.11	6.48	6.84	25.93	24.07	21.05	34.92	35.65	37.89	28.04	33.80	34.21	189	216	190

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	8.11	17.14	73.08	56.76	57.14	15.38	35.14	25.71	26	37	35
1	41.38	19.23	45.83	51.72	61.54	37.50	6.90	19.23	16.67	29	26	24
2	26.09	17.95	4.55	56.52	69.23	86.36	17.39	12.82	9.09	23	39	22
3	13.79	20.00	21.21	62.07	68.00	51.52	24.14	12.00	27.27	29	25	33
4	31.03	43.33	25.00	68.97	30.00	41.67	0.00	26.67	33.33	29	30	24
5	12.50	16.67	20.83	65.63	60.00	58.33	21.88	23.33	20.83	32	30	24
6	28.57	13.79	10.71	71.43	62.07	78.57	0.00	24.14	10.71	21	29	28
All Grades	23.28	19.44	20.53	64.02	58.33	58.42	12.70	22.22	21.05	189	216	190

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	8.11	22.86	69.23	51.35	45.71	26.92	40.54	31.43	26	37	35
1	17.24	3.85	33.33	72.41	69.23	45.83	10.34	26.92	20.83	29	26	24
2	17.39	25.64	45.45	60.87	64.10	36.36	21.74	10.26	18.18	23	39	22
3	27.59	29.17	72.73	48.28	37.50	15.15	24.14	33.33	12.12	29	24	33
4	55.17	40.00	50.00	41.38	33.33	29.17	3.45	26.67	20.83	29	30	24
5	56.25	56.67	70.83	31.25	26.67	12.50	12.50	16.67	16.67	32	30	24
6	52.38	62.07	60.71	42.86	24.14	28.57	4.76	13.79	10.71	21	29	28
All Grades	33.33	31.63	50.53	51.85	44.65	30.53	14.81	23.72	18.95	189	215	190

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	0.00	11.43	61.54	64.86	68.57	30.77	35.14	20.00	26	37	35
1	17.24	19.23	8.33	48.28	38.46	62.50	34.48	42.31	29.17	29	26	24
2	4.35	5.13	4.55	56.52	69.23	59.09	39.13	25.64	36.36	23	39	22
3	3.45	4.00	6.06	37.93	40.00	36.36	58.62	56.00	57.58	29	25	33
4	10.34	10.00	8.33	62.07	50.00	16.67	27.59	40.00	75.00	29	30	24
5	18.75	0.00	12.50	40.63	60.00	50.00	40.63	40.00	37.50	32	30	24
6	19.05	6.90	3.57	47.62	37.93	42.86	33.33	55.17	53.57	21	29	28
All Grades	11.64	6.02	7.89	50.26	53.24	48.42	38.10	40.74	43.68	189	216	190

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.23	16.22	29.41	42.31	43.24	38.24	38.46	40.54	32.35	26	37	34
1	13.79	11.54	4.17	72.41	50.00	62.50	13.79	38.46	33.33	29	26	24
2	17.39	13.16	27.27	56.52	71.05	45.45	26.09	15.79	27.27	23	38	22
3	17.24	16.00	21.21	44.83	52.00	60.61	37.93	32.00	18.18	29	25	33
4	10.34	26.67	25.00	82.76	43.33	29.17	6.90	30.00	45.83	29	30	24
5	15.63	20.00	33.33	62.50	56.67	37.50	21.88	23.33	29.17	32	30	24
6	19.05	24.14	32.14	76.19	62.07	57.14	4.76	13.79	10.71	21	29	28
All Grades	15.87	18.14	24.87	62.43	54.42	47.62	21.69	27.44	27.51	189	215	189

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2022-2023, our percentage of students that scored at a level 4 overall increased by 4% in comparison to the 2021-2022 school year.
2. In 2022-2023 school year, our number of total students that tested decreased in comparison to the 2021-2022 school year due to the total number of English Learners decreasing at Brown Elementary.
3. In 2022-2023 school year, with less EL students in comparison to the 2021-2022 school year, the total number of level 1 students declined.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
642	67.8	28.7	0.6
Total Number of Students enrolled in Walter M. Brown Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	184	28.7
Foster Youth	4	0.6
Homeless	2	0.3
Socioeconomically Disadvantaged	435	67.8
Students with Disabilities	126	19.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	3.4
American Indian	6	0.9
Asian	54	8.4
Filipino	1	0.2
Hispanic	357	55.6
Two or More Races	8	1.2
Pacific Islander	2	0.3
White	176	27.4

Conclusions based on this data:

1. In 2022-2023 67.8% of our student population was socioeconomically disadvantaged down 2.2% from 2021-2022.
2. In 2022-2023, students with disabilities make up 19.6% of our student population up 1.6% from 2021-2022.
3. In 2022-23, our largest student population by race/ethnicity remains our hispanic student group at 55.6%.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2022-2023, the suspension rate for all students is at the Green Indicator
2. In 2022-2023, all academic areas are low indicating room for improvement.
3. In 2022-2023, Chronic Absenteeism is in the middle range, an improvement from 2021-2022

School and Student Performance Data

Academic Performance English Language Arts

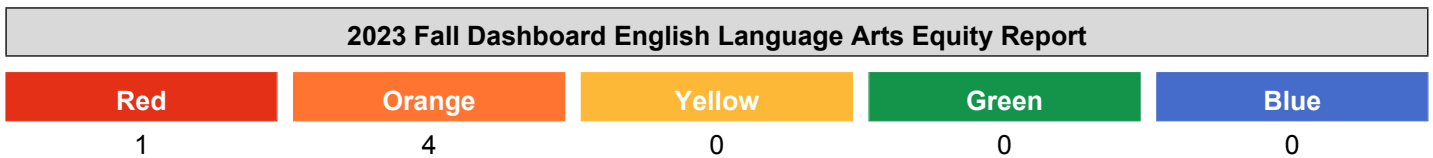
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>70.4 points below standard</p> <p>Decreased -8.3 points</p> <p>348 Students</p>	<p>English Learners</p> <p>Orange</p> <p>73 points below standard</p> <p>Increased +3.6 points</p> <p>111 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>69.2 points below standard</p> <p>Maintained -1.2 points</p> <p>266 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>134.1 points below standard</p> <p>Increased Significantly +19.1 points</p> <p>65 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
109 points below standard 13 Students	Less than 11 Students 4 Students	37.6 points below standard Maintained +0.5 points 29 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 74.8 points below standard Decreased -8.9 points 191 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Orange 67.8 points below standard Decreased -11.1 points 94 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
93.1 points below standard Increased +5.4 points 93 Students	30.8 points above standard Increased Significantly +43.1 points 18 Students	71.8 points below standard Decreased Significantly -16.1 points 225 Students

Conclusions based on this data:

1. In 2022-2023, all students tested were 70.4% points below standard indicating low in ELA.
2. In 2022-2023, English Learners were 73 points below standard, an improvement of 3.6 points in comparison to 2021-2022.
3. In 2022-23, Students with Disabilities were 134.1 points below standard in ELA, an improvement of 19.1 points in comparison to 2021-2022.

School and Student Performance Data

Academic Performance Mathematics

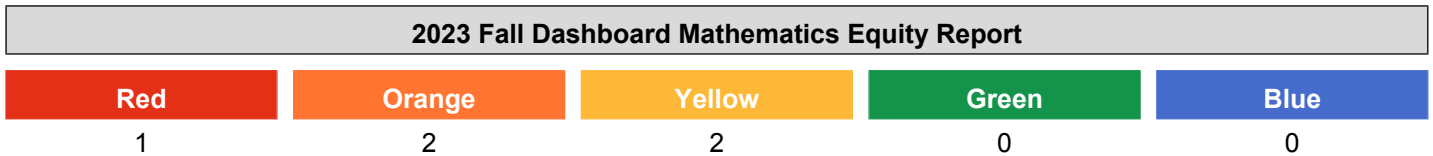
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 91.8 points below standard Maintained -1.2 points 347 Students	English Learners  Yellow 87.9 points below standard Increased Significantly +19.5 points 111 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 94.3 points below standard Increased +4.4 points 266 Students	Students with Disabilities  Orange 146.6 points below standard Increased +10 points 65 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
138.6 points below standard 13 Students	Less than 11 Students 4 Students	48.3 points below standard Increased Significantly +32.9 points 29 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 95.1 points below standard Decreased -3.3 points 191 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Orange 91.3 points below standard Maintained -1.6 points 93 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
102.8 points below standard Increased +14.2 points 93 Students	10.8 points below standard Increased Significantly +68.3 points 18 Students	96.6 points below standard Decreased -14.8 points 224 Students

Conclusions based on this data:

1. In 2022-2023, all students tested were 91.8 points below standard indicating low in Math.
2. In 2022-2023, English Learners were 87.9 points below standard in math, an improvement of 19.5 points in comparison to the 2021-2022 school year.
3. In 2021-22, Students with Disabilities were 146.6 points below standard in math, an improvement of 10 points in comparison to the 2021-2022 school year.

School and Student Performance Data

Academic Performance English Learner Progress

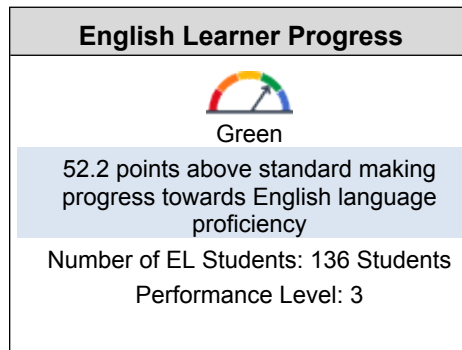
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	48	7	64

Conclusions based on this data:

1. In 2022-2023, 48% English Learners maintained ELPI level.
2. In 2022-2023, 64% English Learners progressed at least one level, an improvement of 27.1% in comparison to the 2021-2022 school year.
3. In 2022-2023, 17% English Learners decreased one ELPI level, an improvement of 2.1% in comparison to the 2021-2022 school year. .

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.

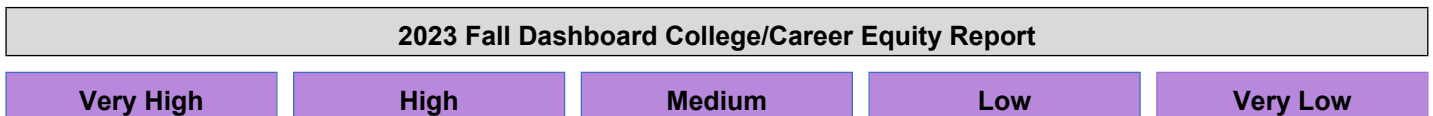
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

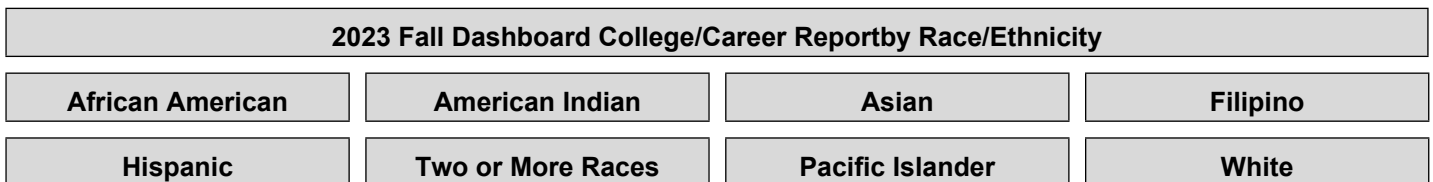
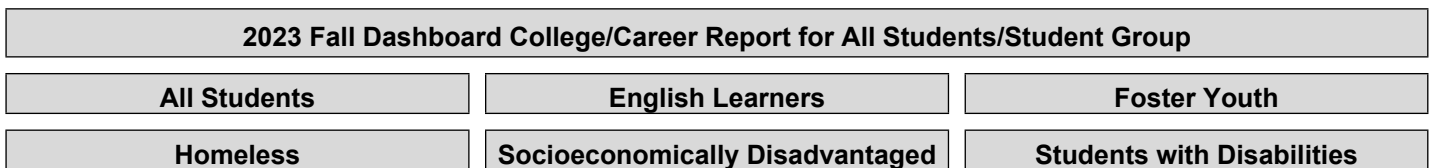
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 31% Chronically Absent Declined Significantly -8.4 684 Students	English Learners Yellow 24.9% Chronically Absent Declined Significantly -9.3 205 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 34.9% Chronically Absent Declined Significantly -6.9 539 Students	Students with Disabilities Yellow 29.6% Chronically Absent Declined Significantly -6.5 152 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>43.5% Chronically Absent</p> <p>Declined -6.5</p> <p>23 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p> Orange</p> <p>27.6% Chronically Absent</p> <p>Declined -3.8</p> <p>58 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>32.2% Chronically Absent</p> <p>Declined Significantly -10.1</p> <p>376 Students</p>	<p>37% Chronically Absent</p> <p>Declined -5.5</p> <p>27 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Yellow</p> <p>26.7% Chronically Absent</p> <p>Declined Significantly -8.3</p> <p>191 Students</p>

Conclusions based on this data:

1. In 2022-2023, all students chronic absenteeism was at 31, an improvement of 8.4% in comparison to the 2021-2022 school year.
2. In 2022-2023, English Learners Chronic Absenteeism was at 24.9%, an improvement of 9.3% in comparison to the 2021-2022 school year.
3. In 2022-2023 students with Disabilities Chronic Absenteeism was at 29.6%, an improvement of 6.6% in comparison to the 2021-2022 school year.

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.

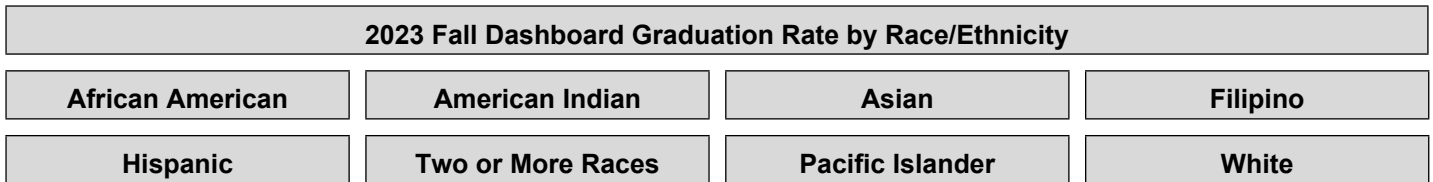
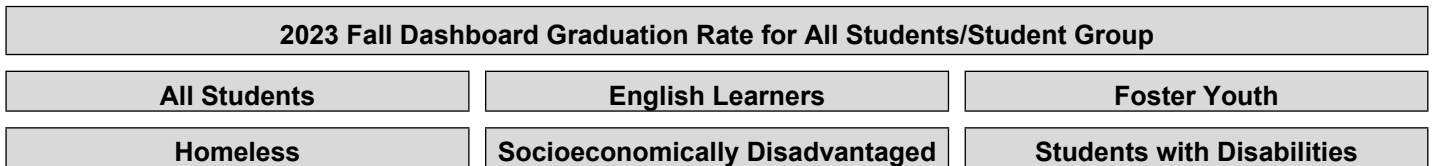
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

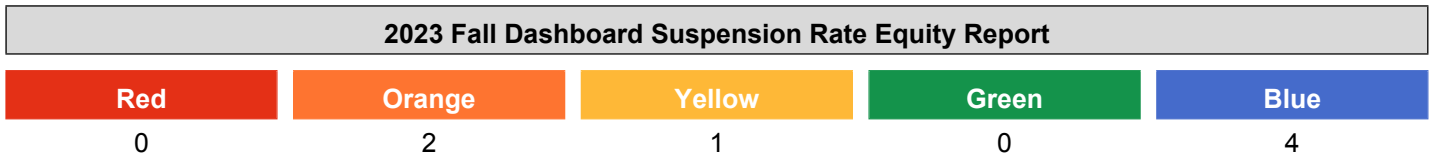
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Blue	
1.4% suspended at least one day	0.5% suspended at least one day	Less than 11 Students 4 Students
Declined -0.3 708 Students	Declined Significantly -2.9 212 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 7 Students	 Yellow	 Blue
	1.6% suspended at least one day	0% suspended at least one day
	Maintained 0.1 559 Students	Declined Significantly -3.8 153 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p>	<p>Less than 11 Students 6 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.4 62 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 0.5 388 Students</p>	<p align="center"> Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 3.3 30 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Blue</p> <p>0.5% suspended at least one day</p> <p>Declined Significantly -1.5 193 Students</p>

Conclusions based on this data:

1. In 2022-2023, 1.4% of all students were suspended, a decrease from 2021-2022 of 0.3%.
2. In 2022-2023, 0.5%% of English Learners were suspended, a decrease from 2021-2022 of 2.8%.
3. In 2022-2023, 0% of Students with Disabilities were suspended, a decrease from 2021-2022 of 3.8%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ELA

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

Identified Need

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

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	2022-2023 data 21.70% of students met or exceeded standards.	The average ELA performance will increase the met and exceeded percentage by at least 3 points on Dashboard as measured by CAASPP assessments administered in 2024.
SBAC Math	2022-2023 data 14.13% of students met or exceeded standards.	The average Math performance will increase the met and exceeded percentage by at least 3 points on Dashboard as measured by CAASPP assessments administered in 2024.
English Learner Reclassification Rates	13 EL Students were reclassified in 2022-2023.	Increase RFEP rate by 5 students in 2024-25
Chronic Absenteeism Dashboard Indicator	2022-2023 Fall Dashboard Chronic Absenteeism: 31% of students were chronically absent	Decrease Chronic Absenteeism by 10%
Summative ELPAC Percentage (Overall 4)	In 2022-2023 15.26% of our English Learners received a 4 overall on the Summative ELPAC.	We will increase the percentage of EL's scoring at a level 4 by 5%.
CARE Referrals	82 Referrals	Decrease referrals by 10
ELA Dashboard Indicator	2022-2023 Fall Dashboard ELA: 70.4 points below standard in range	The average ELA performance will increase the met and exceeded

		percentage by at least 3 points on Dashboard as measured by CAASPP assessments administered in 2024.
Math Dashboard Indicator	2022 -2023Fall Dashboard Math: 91.8 points below standard range	The average Math performance will increase the met and exceeded percentage by at least 3 points on Dashboard as measured by CAASPP assessments administered in 2024.
English Learner Progress Indicator	2022-2023 Fall Dashboard: 52.2% EL students making progress	Increase to 65% EL students making progress
California Science Test	2022-2023 data 14.94% of students met or exceeded standards	Increase by 10%
iReady Reading Diagnostic	2023-2024 Reading Diagnostic #1 data to Diagnostic #2 data showed growth. Tier I 12% to 33% Tier II 35% to 33% Tier III 54% to 34%	Increase growth by 5% for Tier I on the reading diagnostic
iReady Math Diagnostic	2022-23 Math Diagnostic #1 data to Diagnostic #2 data showed growth. Tier I 5% to 24% Tier II 36% to 44% Tier III 59% to 24%	Increase growth by 5% for Tier I on the math diagnostic
Counseling Referrals	In the 2-23-2024 school year our counselor ran 31 different groups and provided counseling to a total of 95 students.	Decrease referrals by 10%
California Healthy Kids Survey	For the 2023-2024 school year, 55 out of our 82 (67%) 5th grade students completed the survey. School connectedness: 68% Caring Adults in School: 74% Parent Involvement in Schooling 76% Social and Emotional Learning Supports: 74% Frequent Sadness: 18% Alcohol or Drug Use "Lifetime": 12% Cigarette Use "Lifetime": 0% School Safety: 71% Been Hit or Pushed: 29% Called Names or Target of Mean Jokes: 52%	Increase the number of 5th graders that complete the survey by 20%. Decrease the Frequent Sadness by 5% Decrease Been Hit or Pushed by 5% Decrease Called Names or Target of Mean Jokes by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1			

1.2	Increase academic achievement for all students by strengthening our MTSS model and mitigating learning loss. Brown employees 2 certificated Reading Intervention Teachers and one certificated Math Intervention Teacher to support with our MTSS Model.	All Students	6186 ESS Materials and Supplies 1800 General Fund Materials and Supplies 3000 General Fund Substitutes 7587 LCAP SPED support Substitutes 5,000 ESS Substitutes IEP Meetings 10,947 Title I Substitutes IEP Meetings
1.3	Identify English Learners and provide supports to help them meet the reclassification criteria. This may include the addition of personnel, and Professional development opportunities for staff,	English Learners	4,882.65 Title I Materials and Supplies 22,724 Title I Classified Support 3 hour ESL Para Professional 4000 General Fund Materials and Supplies 27067 ESS Classified Support 3 hour ESL Para Professional 4,000 ESS Classified Support Interpreters
1.4	Utilize the school-based counselor & TUSD CARE program to provide tiered social-emotional support to students. This may include the implementation of positive behavior intervention and supports schoolwide.	All Students	2000 General Fund Materials and Supplies
1.7	Continued Collaboration with Student Welfare and Attendance Specialists from Student Services.	All Students	
1.8	Support implementation of programs such as PBIS, No Bully, and Digital Citizenship. This may include professional development opportunities for staff restorative practice and other means of correction.	All Students	2000 General Fund Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Actions and services were implemented as planned. In regards to Intervention, guided reading books were provided for classrooms and in our intervention room for intervention teachers and classroom teachers to use. In regards to English Learners, ELD Para Professionals supported students in small groups, 1:1, and assessed the students for Initial and Summative ELPAC. Our goal for the 2024-2025 school year is to show growth on iReady data, SBAC scores, and increase the number of EL's scoring at a level 4 on the Summative ELPAC. In regards to Ongoing Embedded Professional Development, all teachers received training by Solution Tree's PLC coach. In regards to Special Education Support Time for Case Managers, substitutes were provided. In regards to MTSS, we were able to have intervention teachers provide Tier III in ELD, ELA and Math while Tier II occurred in classrooms by grade level teachers. In regards to attendance, we continued collaborating with our student welfare and attendance specialists and working closely with our Community Liaison, sending truancy letters, and held attendance meetings at our site. In regards to PBIS and Great Job tickets and prizes continued to be earned and videos were created for being responsible, respectful and safe. The Bobcat Bodega (PBIS store) continues to be successful. In regards to our CARE program, we shared one clinician with other schools for Tier III and had an on-site counselor for Tier II.

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

In 2023-24 activities and strategies were implemented with the intention of seeing an increase in overall academic performance in ELA, Mathematics, and English Learner Progress. With the reboot of PLC in our district and site, our focus as a staff would be closing students' learning gaps and support students with Tier I and Tier II intervention in the classroom and between the grade level. Besides the embedded and designated intervention blocks in class, we would provide Tier III support in Reading in grades 1-6 and Math grades 3-6. In addition to support in academics, our other focus would be providing safe, social emotional support at all tier levels using PBIS, Toolbox instruction, our site counselors, and CARE clinician 1:1 support. Dashboard indicated that we are low, and very low, in overall academics indicating room for growth but our efforts having a positive impact on 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.

Based on the baseline data, the plans and actions for 2022-23 school year made a positive impact related to academic achievement and social emotional learning. This highlights the need to continue focus on students to monitor their progress and intervene when needed to increase all students' progress, academic achievement, and social emotional well-being. For 2023-24, we will continue using statewide testing, and dashboard data to drive decisions. We will have Tier III intervention teachers for Reading and Math. .

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Identified Need

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

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Dashboard)	2022-2023 Fall Dashboard all students were in the medium range with 1.4% suspended at least one day. In the 2022-2023 school year Brown Elementary suspended a total of 10 students. Student groups: English Learners 0.5%, Asian 0%, Students with Disabilities 0%, White 0%, Socioeconomically Disadvantaged 1.6%, Hispanic 2.1%, Two or More Races 3.3%	1.0% suspended at least once-using schoolwide PBIS restorative practices and Toolbox
Staff Demographics	2022-23 Teacher Demographics: 7.32% Asian 1.22% Black 21.95% Hispanic 60.98% White 8.54% Not Reported	Brown has a diversified staff that reflects student body population.
California Healthy Kids Survey	In 2023-2024, 67% of our 82 fifth graders completed the CHKS Survey. 68% of our students reported yes, most of the time or all of the time for School Connectedness. 74% of our students reported yes, most of the time or all of the time for Caring Adults in School.	Increase the number of students who report yes to feeling school connectedness, feeling safe at school, and the percentage of caring adults. Also, increase the amount of 5th grade students surveyed by 15%.

	71% of our students reported yes, most of the time or all of the time for Feeling Safe at School. 2023-2024: Received Gold Medal for PBIS two years in a row	
Expulsion Rate	As of 05/16/2024, the Brown Elementary expulsion rate is at 0%.	Maintain 0% Expulsion Rate for 2024-2025 school year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Review established practices in order to ensure equity and inclusion for all students. This may include professional development for staff on restorative practices, social emotional , and trauma informed practices.	All Students	4200 General Fund Additional Hours for Campus Supervisors Campus Supervisor Meetings
2.3	Equitable access to programs like, but not limited to, No Bully, PBIS, PIQE, Character Assemblies, Student Council, Health & Wellness, APDAR, and SWIS.	All Students	1,500 ESS Teacher Extra Duties Stipend Student Council 537 General Fund Materials and Supplies 5622 ESS Materials and Supplies
2.5	Provide guaranteed and viable opportunities to enhance learning experiences for all students.	All Students	4654 Study Trips LCAP Goal 3/Action 11 6000 Title I Student Study Trips 3000 ESS Classified Support

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Actions and services were implemented as planned. In regards to equity and access meetings and trainings, staff were offered professional development after contractual hours and paid through an extra work agreement from the office of Educational Services. In regards to expanding school and classroom library collections to include more books that celebrate diversity and support inclusion of all, we were able to start purchasing books with the guidance of our school librarian. In regards to No Bully and PBIS, staff was provided professional development during staff meetings or attended PBIS meetings outside contractual hours with an extra work agreement from the office of Educational Services. In addition, we provided materials and supplies that support equitable access to programs like, but not limited to, Character Assemblies, Student Council, and PBIS for students. We created and posted Communication Signs using PEC symbols in both playgrounds to support and include our students with autism. In regards to teacher extra duties, we supported a stipend for leads of student council. In regards to extended learning opportunities, students were able to attend study trips including TUSD Farm, Dreambox Theatre, Foothill Horizons for Outdoor Education, Columbia State Park, AdVenture Day, Fresno Zoo, and a virtual study trip. The work our PBIS Team did with Tier-II supports earned our site the Gold Star Recognition from Stanislaus County for our Implementation of PBIS informed Strategies.

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

In 2023-24, activities and strategies were implemented with the intention of seeing an increase in creating equitable practices and experiences for all students & staff to mitigate social inequalities and embrace human diversity. In 2023-2024, CHKS Survey results indicated yes, most of the time or all of the time for School Connectedness 68%, Caring Adults in School 74%, and Feeling Safe at School 71%. We have received Gold Star Medal recognition for our PBIS implementation.

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 do not intent to alter our strategies and activities for the 2024-2025 school year based on our outcomes. We will focus on maintaining social-emotional and positive behavioral supports for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

Identified Need

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

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Appropriate assignment of staff	In 2023-2024, 100% staff was appropriately assigned.	100% appropriately assigned assigned in compliance with Williams Act.
Student access to instructional materials	In 2023-2024, 100% of students had access to instructional materials.	100% of students have access to instructional materials in compliance with Williams Act.
Educational Rounds	In 2023--2024, site administration visited an average one classroom per day.	Site administration visiting two classrooms on average per day, utilizing data to guide PLC discussions.
Access to professional development	2 PD days available to all staff; 24 different trainings available focused on core content, technology, interventions, and social/emotional learning.	3 full PD days for all staff; 30 different trainings available focused on core content, technology, interventions, and social/emotional learning.
Physical Fitness	In 2021-22, PFT results: 98.88% Aerobic Capacity 98.88% Abdominal Strength and Endurance 98.88% Trunk Extensor and Strength and Flexibility 97.75% Upper Body Strength and Endurance 98.88% Flexibility	Improve upon Participation Rates.
ELA Dashboard Indicator	2022-2023 ELA Dashboard Indicator: Students Tested: 364	Increase the number of students that are Met or Exceeded in ELA by 10%.

	Standard Not Met: 52.47% Standard nearly Met: 25.82% Standard Met: 15.11% Standard Exceeded: 6.59% Met or Exceeded: 21.70%	
Math Dashboard Indicator	2022-2023 Math Dashboard Indicator: Students Tested: 375 Standard Not Met: 61.07% Standard nearly Met: 24.80% Standard Met: 9.87% Standard Exceeded: 4.27% Met or Exceeded: 14.13%	Increase the number of students that are Met or Exceeded in Math by 10%.
Summative ELPAC (Level 4)	In 2022-2023 (15.26%) of our English Learners scored at a level 4 on the ELPAC.	We will increase the percentage of EL's scoring at a level 4 by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strengthen staff understanding of the PLC process and require collaboration around the 4 essential questions. This year 9 staff members will attend the annual PLC Conference in Sacramento.	All Students	7037 Site Collaboration Curriculum Work Substitutes or EWA's 1000 General Fund Materials and Supplies
3.2	Academic Interventions and supporting MTSS process schoolwide. Teachers will continue to utilize Tier 1 and 2 supports in the classroom while utilizing district adopted curriculum. Tier-III academic support will be provided for reading by our 2 Reading Intervention Teacher and Tier-III Math will be provided for math by our Math Intervention Teacher.	All Students	15,000 Title I Substitutes SST's/IEP's 5,000 ESS Materials and Supplies 2000 General Fund Materials and Supplies 5,000 ESS Substitutes SST's/IEP's
3.3			
3.4	Engage staff in relevant professional development and utilize adopted curriculum to ensure student mastery of learning goals. Ed Round Data is showing that a large majority of our teachers are utilizing district adopted curriculum in core curriculum.	All Students	4654 Mandated Costs

3.5	Teachers continue to engage students with technology in a meaningful way to enhance their learning experience.	All Students	2,000 ESS Materials and Supplies Online Programs 1,000 Title I Materials and Supplies Online Programs 6,000 General Fund Technology Equipment
3.6	Our English Learners at Brown Elementary School are exposed to both Designated and Integrated English Language Development opportunities.	English Learners and Reclassified English Learners	5,000 ESS Materials and Supplies GLAD Title I Materials and Supplies GLAD

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Actions and services were implemented as planned. In regards to academic interventions, staff were offered grade level professional learning communities collaboration after contractual hours and paid through an extra work agreement and we provided materials, supplies, and books to increase student academic achievement. In regards to Early Literacy Instructional Coach and Intervention Teachers, we provided materials, supplies, and books to increase student academic achievement. School administrators will continue prioritizing Ed Rounds to provide academic coaching/feedback and ensure the implementation of district adopted curriculum during Core Instruction Blocks. In regards to professional development, staff was provide training in iReady ELA and Math. In regards to students access to technology and designated and integrated ELD, we provided materials, supplies, equipment, and online programs to increase student academic achievement.

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

In the 2023-2024 school year, we ensured all students had access to our district-adopted curriculum with the use of Wonders, Springboard, Eureka Math, Impact, and Amplify Science. In addition, each day administration recorded data during educational rounds with a focus on student engagement, student interaction, and district-adopted curriculum use. The data collected found success in engagement and curriculum and an increase throughout the year in student interaction. The data also showcased that a large majority of teacher were utilizing district adopted curriculum for core curriculum.

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.

Based on the baseline data, the plans and actions for 2023-2024 school year made a positive impact related to academic achievement, and English Language Development. This highlights the need to continue focus on students to monitor their progress and intervene when needed to increase all students' progress, academic achievement, and English Learner development. Our thorough implementation of SST Meetings aligned students that were 2 or more grade levels behind in reading or math with pull-out Tier-III academic intervention served at 4 days a week.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

Identified Need

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

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social Media Engagement	Social Media Followers as of May 2024: Facebook 494 Instagram 296 Twitter 48	Increase the number of followers on social media by 5% each year:
Agendas & Sign-In Sheets documenting parent participation in site committees	2022-2023 meeting minutes from parent involvement activities indicate that efforts are made to involve parent participation in: SSC/ELAC: 4 meetings, 11 participants Parents have the option of IEP, SST, and 504 meetings in person or via zoom - 100% participation	Increase parent participation in all meetings including ELAC, DELAC, SSC, PIQE, SST, IEP, and 504 to 100% participation.
Parent Communications	In 2023-2024, we created a student led version of the daily Bobcat Bulletin video and posted 170 videos on YouTube	Continue broadcasting the Bobcat Bulletin in every classroom and promote on our website and teachers' digital platforms to increase parent participation and increase student achievement.
School Communication	Dissemination of monthly communications from site.	Dissemination of monthly communications from site.
Parents Events	2023-2024 Student of the Month Assembly: A total of 8 student of the month assemblies	Increase the number of opportunities for families to engage in activities at school with their kids .

	<p>were held and the average number of parents attending was 30.</p> <p>Open House: 352 Adults attended Open House in the 2023-2024 School Year.</p> <p>Back to School Night: 250+ adults attended Back to School Night</p> <p>Mathnasium: 300+ student/adults attended our Mathnasium Night in May of 2024.</p>	
Number of Community Liaison Referrals and Home Visits	In the 2023-2024 School Year our Community Liaison completed 50 Referrals and conducted 77 Home visits.	Our Community Liaison will continue seeking opportunities to align our families with serves our site, the district, and community can make available for them.
Parent Institute for Quality Education (PIQE)	In the 2023-2024 school year we had 32 parents participate in and graduate from PIQE.	Increase the number of families participating in PIQE for the 2024-2025 school year by 5%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Provide opportunities for parent participation in the school community for example, but not limited to, ELAC, Chrome book checkout, Reclassification celebration, DELAC representative(s), PIQE, Back to School Night, Fall Carnival, parent volunteers, Movie Nights, and a Math Night hosted by Mathnasium, Open House, Parent Information Nights, District Parent Advisory, LCAP Advisory Committee, SSC, Website, Social Media	All Students	2,053 Title I - Parental Involvement Service Contracts and Professional Services PIQE 1,000 Title I - Parental Involvement Materials and Supplies Title I Service Contracts and Professional Services PIQE
4.3	Effectively utilize all available communication tools in order to keep stakeholders informed	All Students	31,311.35 Title I Community Liaison 10000 General Fund Duplicating 2,000 General Fund Certificated Extra Duties 2000 General Fund Postage

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Actions and services were implemented as planned. In regards to parental involvement, we held most meetings in-person but offered virtual opportunities, if requested to promote parental participation. In regards to maintaining and expanding our school to family communication, we provided duplicating, mailing, and posted activities and events on social media and other digital platforms, including parent square. Activities and events included, but were not limited to English Language Advisory Committee, School Site Council, Back to School Night, Open House, Fall Carnival, Math Night hosted by Mathnasium of Turlock, Movie Nights, Book Fair, daily Bobcat Bulletin, Monthly Character Award Assemblies, SST/IEP meetings, and Parent Institute of Quality Education.

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

In 2023-24 school year, activities and strategies were implemented with the intention of seeing an increase in parent engagement, involvement, and participation including but not limited to IEP meetings, School Site Council, English Learner Advisory Committee, PIQE, social media and digital platform followings, parent teacher conferences, Back to School night, Open House, monthly Blue Ribbon Bobcat and Character Award Assemblies, and the return of our Fall Carnival and our first annual Math Night hosted by Mathnasium of Turlock. Our Community Liaison was able to align our families with services from within the community, while our increase in participation/graduation from PIQE resulted in more informed parents.

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.

Based on the sign-in sheets, an increase in social media followers, and our successful Fall Carnival, and a great turnout for our first annual Math Night, the plans and actions for 2023-2024 school year made a positive impact related to parent engagement. This highlights the need to continue focus on engaging parents through advisory committees, social media, digital platforms, and participate in PIQE courses, and IEP/504/SST meetings. We will continue in-person meetings as long as attendance remains at a high rate and will honor those families that prefer virtual meetings. We will continue to employ a Community Liaison for the 2024-2025 school year

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Identified Need

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

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline Data	As of May16, 2023, 28.1% of behavior Infraction at Brown Elementary were Major in nature major and 71.9% of behavior infractions were minor in nature. Entries were made in Aeries Guided Discipline, PBIS Behavior Referrals, and SWIS for the 2023-2024 school year.	By May 16, 2025, reduce the number of Guided Discipline entries by 10%
Monthly & Annual Site Inspections	In 2022-23, we had 100% completion of monthly and annual site inspections.	In the 2023-24, we will have 100% completion of monthly and annual site inspections.
Monthly practice drills	Practice Drills were held each month with 100% participation in 2023-2024 with time taking an average of 6 minutes.	Practice drill each month with 100% participation and an average decrease in one minute throughout the year.
California Healthy Kids Survey	The 2023-20234 survey found that 67% of 82 fifth grade students were surveyed: 68% felt connectedness to the school, 74% think there are caring adults at our school. 71% of students feel safe at school. 18% shared they have frequent sadness. 29% said they have been hit or pushed, 52% said they have been called bad names or Target of Mean Jokes.	Increase the number of students who report yes to feeling school connectedness, feeling safe at school, and the percentage of caring adults. Also, increase the amount of 5th graders that complete the survey by 15%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Ensure bell-to-bell campus supervision and health tech coverage during the school day. We added to temporary 3 hour Campus Supervisor to assist with ensuring student safety before and after school.	All Students	8343 LCAP Security Additional Hours for Campus Supervisors Additional hours for Health Tech 4000 General Fund Security 17,620 General Fund Classified Support Percentage of Health Tech Salary
5.2	Continue regular safety meetings, trainings, and review of facilities & procedures to ensure it reflects a safe and secure environment. Furthermore, we will continue monthly safety walks to ensure our facilities are kept safe for both students, staff, and the community.	All Students	6763 General Fund Additional Hours for Campus Supervisors 2000 General Fund Materials and Supplies
5.3	Student Data Management AERIES and SWIS.	All Students	6000 General Fund Equipment Contracts 19,600 General Fund Classified Support Percentage of Secretary I Salary 3000 General Fund Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Actions and services were implemented as planned. In regards to bell-to-bell coverage, campus supervisors and paraprofessionals were given extra work hours for student safety during school time, arrival and after school hours and to hold safety meetings three times a month. We were able to hold safety meetings and trainings to ensure we reflect a safe and secure environment. In regards to classified support, additional hours for our Secretary I position allowed the extra time needed for office support and school safety.

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

In 2023-2024 school year, we had security outside the gates 15 minutes before the gate (single point of entry) opened in the morning and 30 minutes after dismissal time. During each day, our Health Tech was able to support all students with injuries, medicine distribution, Covid testing (if necessary), asked and answered families' questions, and documented all those interactions in AERIES. Our Secretary I position allowed for more family connections to our school through phone calls, emails, and in person conversations. Furthermore, our digital footprint through the regular use of ParentSquare and Instagram resulted in more effective communication with families.

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.

Based on the baseline data, the plans and actions for 2023-24 school year made a positive impact related to safety and security. This highlights the need to continue focus on safety and security through bell to bell coverage, additional health tech coverage, campus supervisor meetings and trainings, and additional classified support in the office including a new 3 hour campus supervision position.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$142585
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$296,088.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$91,865.00

Subtotal of additional federal funds included for this school: \$91,865.00

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

State or Local Programs	Allocation (\$)
ESS	\$69,375.00
General Fund	\$99,520.00
LCAP Security	\$8,343.00
LCAP SPED support	\$7,587.00
Mandated Costs	\$4,654.00
Site Collaboration	\$7,037.00
Study Trips LCAP Goal 3/Action 11	\$4,654.00
Title I - Parental Involvement	\$3,053.00

Subtotal of state or local funds included for this school: \$204,223.00

Total of federal, state, and/or local funds for this school: \$296,088.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ESS	69,375.00
General Fund	99,520.00
LCAP Security	8,343.00
LCAP SPED support	7,587.00
Mandated Costs	4,654.00
Site Collaboration	7,037.00
Study Trips LCAP Goal 3/Action 11	4,654.00
Title I	91,865.00
Title I - Parental Involvement	3,053.00

Expenditures by Budget Reference

Budget Reference	Amount
	9,308.00
Additional Hours for Campus Supervisors	19,306.00
Certificated Extra Duties	2,000.00
Classified Support	94,011.00
Community Liaison	31,311.35
Curriculum Work	7,037.00
Duplicating	10,000.00
Equipment Contracts	6,000.00
Materials and Supplies	49,027.65
Postage	2,000.00
Security	4,000.00
Service Contracts and Professional Services	2,053.00
Student Study Trips	6,000.00

Substitutes	46,534.00
Teacher Extra Duties	1,500.00
Technology Equipment	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Support	ESS	34,067.00
Materials and Supplies	ESS	23,808.00
Substitutes	ESS	10,000.00
Teacher Extra Duties	ESS	1,500.00
Additional Hours for Campus Supervisors	General Fund	10,963.00
Certificated Extra Duties	General Fund	2,000.00
Classified Support	General Fund	37,220.00
Duplicating	General Fund	10,000.00
Equipment Contracts	General Fund	6,000.00
Materials and Supplies	General Fund	18,337.00
Postage	General Fund	2,000.00
Security	General Fund	4,000.00
Substitutes	General Fund	3,000.00
Technology Equipment	General Fund	6,000.00
Additional Hours for Campus Supervisors	LCAP Security	8,343.00
Substitutes	LCAP SPED support	7,587.00
	Mandated Costs	4,654.00
Curriculum Work	Site Collaboration	7,037.00
	Study Trips LCAP Goal 3/Action 11	4,654.00
Classified Support	Title I	22,724.00
Community Liaison	Title I	31,311.35
Materials and Supplies	Title I	5,882.65
Student Study Trips	Title I	6,000.00

Substitutes	Title I	25,947.00
Materials and Supplies	Title I - Parental Involvement	1,000.00
Service Contracts and Professional Services	Title I - Parental Involvement	2,053.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,193.65
Goal 2	25,513.00
Goal 3	53,691.00
Goal 4	48,364.35
Goal 5	67,326.00

School Site Council Membership

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

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

Name of Members	Role
Sharile Abbasi	Principal
	Classroom Teacher
Maricela Bustos	Classroom Teacher
Tammy Clarke	Other School Staff
Sandra Mercado-Jimenez	Other School Staff
Ariane Riddle	Parent or Community Member
Karlin Karam	Parent or Community Member
Audrey Gonzalez	Parent or Community Member
Victoria Noriega	Parent or Community Member
Yulianna Garcia	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.






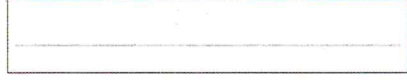


Recommendations and Assurances

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
<u>Clear</u> 	<input type="checkbox"/> State Compensatory Education Advisory Committee
<u>Clear</u> 	<input checked="" type="checkbox"/> English Learner Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Special Education Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<u>Clear</u> 	<input type="checkbox"/> Compensatory Education Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Departmental Advisory Committee
<u>Clear</u> 	<input type="checkbox"/> Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/24

Attested:

<u>Clear</u> 	Principal, Sharile Abbasi on 5/9/24
<u>Clear</u>	SSC Chairperson, Ariane Riddle on 5/9/24

Ali Kishan

Previous Section

[School Site Council Membership](#)

Current Section

Recommendations and Assurances

Next Section

[Instructions: Overview](#)

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