



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bracher School	Elementary	43-69674-6048805	May 7, 2025	June 12, 2025

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

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

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

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

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

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

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Plan Description

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

Bracher Elementary School's School Plan for Student Achievement (SPSA) is designed to meet federal ESSA requirements while aligning with California's Local Control and Accountability Plan (LCAP) priorities. Rooted in our mission to ensure that every student is academically, socially, and emotionally equipped for success in middle school, our plan addresses academic achievement, equity, and student engagement through a data-driven, equity-centered framework. As a small neighborhood school, Bracher utilizes strong collaboration among staff through Professional Learning Communities (PLCs) to increase student success in core content areas. Our goals reflect site-based priorities developed through comprehensive needs assessments, staff collaboration, and educational partner input. Bracher is a PBIS award-winning school, earning bronze, silver, and gold recognitions, known for maintaining high standards for student behavior and a positive school climate. We regularly use state, district, and site-level assessment data to monitor progress and drive decisions. Through weekly PLC meetings, staff review standards, analyze student performance, design common formative assessments, and plan lessons and interventions collaboratively. We regroup students across classrooms and grade levels using flexible groupings to provide targeted interventions, enrichment opportunities, and additional academic supports when appropriate.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Bracher School Site Council (SSC) meets at least three times per school year. The SSC meets annually to review data and discuss targeted needs that the site SPSA plans to address. The SSC then meets throughout the school year to update and modify the SPSA as needed. SSC meetings are open to the public and begin with items from the public. Per SSC by-laws, meeting agendas are publicly posted 72 hours in advance. Agendas include time for current and future SPSA feedback. Teachers collaborate weekly in PLC teams to examine student work to make decisions around ongoing needs. Schoolwide performance data are regularly presented to our Parent-Teacher Association (PTA) for input and review. We also use State and local data to create goals around academic performance to identify if additional training, staff, or supplemental materials are needed. We have site-created tools and teams to track student behavioral needs. Teachers collect information using common assessments. Input is gathered using staff and student surveys and during teacher collaboration at staff meetings or PLC time. Bracher has systems in place to support all students, and this information is shared with our SSC when making decisions and updating our SPSA.

September 9, 2024: SSC reviews student performance data and budgets and then makes adjustments to programming and staffing accordingly, if necessary.

October - April: SSC, ELAC, and PTA assess relevant school data, provide input, and revise SPSA, if necessary.

November 21, 2024: SSC reviews student performance data and budgets and then adjusts programming and staffing accordingly, if necessary.

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

May 7, 2025: Based on data review and budget projections, SSC suggested goals for the upcoming school year. The suggestions were incorporated into the SPSA for the upcoming school year. SSC approved the final version of the SPSA.

June: The SPSA is submitted for SCUSD Board Approval.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The California School Dashboard indicates that the overall performance for Chronic Absenteeism and Suspension Rates are in the "Orange" performance category.

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

Our English Language Arts had a yellow indicator; however, our English Learner students fell into the red category. Although our English Learner students increased by 15 points, they were 16 points below standard.

Other Needs

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

Bracher Elementary's local assessment data from i-Ready and Fountas & Pinnell reveals persistent academic challenges across all student groups, particularly among English Learners, Socioeconomically Disadvantaged students, and students with disabilities. On the i-Ready Reading diagnostic, only 54% of students met or exceeded grade-level standards, with proficiency rates dropping to just 15% for English Learners and 18% for Students with Disabilities. Fountas & Pinnell results similarly show that nearly half of all students are reading below grade level, including 80% of English Learners and 81% of students with disabilities. In mathematics, only 44% of students met or exceeded grade-level expectations on i-Ready, with performance especially low among English Learners (20%) and Socioeconomically Disadvantaged students (32%).

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.42%	0.38%		1	1
African American	3.99%	4.66%	4.18%	11	11	11
Asian	19.57%	21.61%	22.43%	54	51	59
Filipino	4.35%	2.54%	3.04%	12	6	8
Hispanic/Latino	47.46%	47.88%	49.81%	131	113	131
Pacific Islander	1.45%	1.27%	1.90%	4	3	5
White	15.22%	14.41%	11.03%	42	34	29
Multiple/No Response	7.25%	6.78%	6.84%	20	16	18
Total Enrollment				276	236	263

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	40	35	38
Grade 1	34	41	35
Grade 2	51	34	43
Grade3	45	48	37
Grade 4	43	46	58
Grade 5	63	46	52
Total Enrollment	276	250	263

Conclusions based on this data:

1. The Hispanic/Latino student group consistently represents the largest subgroup within the school, accounting for 47.6% in 21-22, 47.88% in 22-23 and 49.81% in 23-24.
2. The percentage of White students enrolled has decreased from 15.22% in 21-22 to 11.03% in 23-24.
3. Grade 5 enrollment has seen the most significant fluctuation, starting at 63 students in 21-22, dropping to 46 in 22-23, and increasing to 52 in 23-24.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	67	67	68	23.50%	26.4%	25.9%
Fluent English Proficient (FEP)	38	36	45	15.60%	13.8%	17.1%
Reclassified Fluent English Proficient (RFEP)	19	16	17	6.9%	6.9%	6.5%

Conclusions based on this data:

1. The stable RFEP percentage may warrant further investigation to understand the factors influencing English acquisition and reclassification. This could involve analyzing student demographics, program effectiveness, and assessment methods to identify areas for improvement.
2. The number of students identified as English Learners (EL) has remained relatively stable during these school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	48	37	42	47	35	42	47	35	95.5	97.9	94.6
Grade 4	44	45	57	44	43	55	44	43	55	100.0	95.6	96.5
Grade 5	65	46	58	65	44	52	65	44	52	100.0	95.7	89.7
All Grades	153	139	152	151	134	142	151	134	142	98.7	96.4	93.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2457.	2397.	2409.	40.48	21.28	34.29	26.19	14.89	11.43	9.52	17.02	14.29	23.81	46.81	40.00
Grade 4	2434.	2475.	2426.	15.91	34.88	21.82	22.73	25.58	20.00	20.45	13.95	10.91	40.91	25.58	47.27
Grade 5	2514.	2439.	2500.	29.23	13.64	25.00	21.54	27.27	28.85	29.23	6.82	19.23	20.00	52.27	26.92
All Grades	N/A	N/A	N/A	28.48	23.13	26.06	23.18	22.39	21.13	21.19	12.69	14.79	27.15	41.79	38.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.71	12.77	22.86	57.14	61.70	57.14	7.14	25.53	20.00
Grade 4	18.18	25.58	14.55	59.09	55.81	60.00	22.73	18.60	25.45
Grade 5	24.62	6.82	25.00	60.00	52.27	42.31	15.38	40.91	32.69
All Grades	25.83	14.93	20.42	58.94	56.72	52.82	15.23	28.36	26.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	14.89	22.86	50.00	44.68	25.71	16.67	40.43	51.43
Grade 4	6.82	21.43	9.09	50.00	57.14	52.73	43.18	21.43	38.18
Grade 5	29.23	18.18	21.15	53.85	34.09	53.85	16.92	47.73	25.00
All Grades	23.84	18.05	16.90	51.66	45.11	46.48	24.50	36.84	36.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	4.26	17.14	80.95	65.96	62.86	11.90	29.79	20.00
Grade 4	11.36	13.95	9.09	65.91	69.77	63.64	22.73	16.28	27.27
Grade 5	12.31	9.09	15.38	69.23	45.45	63.46	18.46	45.45	21.15
All Grades	10.60	8.96	13.38	71.52	60.45	63.38	17.88	30.60	23.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.05	14.89	17.14	66.67	51.06	57.14	14.29	34.04	25.71
Grade 4	6.82	20.93	10.91	63.64	55.81	65.45	29.55	23.26	23.64
Grade 5	23.08	11.36	19.23	53.85	45.45	61.54	23.08	43.18	19.23
All Grades	17.22	15.67	15.49	60.26	50.75	61.97	22.52	33.58	22.54

Conclusions based on this data:

1. Overall participation rates are on a declining pattern, particularly in Grade 5, which dropped from 100% in 21-22 to 80.7% in 23-24.
2. The overall percentage of students meeting or exceeding standards has declined over the three year period, particularly in the "meeting standards" category, and the largest percentage of students tend to be in the "standard not met" category.
3. Overall, Reading is demonstrating a general downward trend for students at or above standard, and the writing subdomain performance shows consistent underperformance across grades 3–5.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44	48	37	42	48	35	42	48	35	95.5	100.0	94.6
Grade 4	44	45	57	43	44	55	43	44	55	97.7	97.8	96.5
Grade 5	65	46	58	64	46	57	64	46	57	98.5	100.0	98.3
All Grades	153	139	152	149	138	147	149	138	147	97.4	99.3	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2458.	2400.	2409.	35.71	12.50	25.71	23.81	22.92	11.43	19.05	20.83	14.29	21.43	43.75	48.57
Grade 4	2434.	2480.	2438.	9.30	25.00	20.00	18.60	18.18	16.36	39.53	36.36	21.82	32.56	20.45	41.82
Grade 5	2514.	2466.	2489.	29.69	21.74	26.32	9.38	8.70	12.28	26.56	23.91	15.79	34.38	45.65	45.61
All Grades	N/A	N/A	N/A	25.50	19.57	23.81	16.11	16.67	13.61	28.19	26.81	17.69	30.20	36.96	44.90

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.10	20.83	28.57	47.62	33.33	22.86	14.29	45.83	48.57
Grade 4	11.63	25.00	14.55	46.51	50.00	45.45	41.86	25.00	40.00
Grade 5	25.00	17.39	17.54	46.88	45.65	45.61	28.13	36.96	36.84
All Grades	24.83	21.01	19.05	46.98	42.75	40.14	28.19	36.23	40.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.95	10.42	31.43	54.76	64.58	37.14	14.29	25.00	31.43
Grade 4	16.28	22.73	16.36	41.86	59.09	54.55	41.86	18.18	29.09
Grade 5	23.44	8.70	19.30	59.38	50.00	49.12	17.19	41.30	31.58
All Grades	23.49	13.77	21.09	53.02	57.97	48.30	23.49	28.26	30.61

Conclusions based on this data:

1. Participation rates remained above 94% for all three years. However, participation rates show a declining pattern.
2. The percentage of students not meeting standards has increased significantly, this highlights continuing need for targeted math interventions, especially in foundational skills.
3. The overall percentage of students below standard in Problem Solving & Modeling/Data Analysis has risen across all grade levels, indicating an area of concern.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1391.5	*	*	1396.7	*	*	1379.4	6	10	23
1	*	*	*	*	*	*	*	*	*	10	9	7
2	1475.9	1449.7	*	1474.8	1464.3	*	1476.6	1434.7	*	16	14	5
3	*	1452.8	1479.5	*	1456.2	1492.4	*	1448.7	1466.2	8	14	11
4	1518.0	*	1489.2	1520.2	*	1492.5	1515.6	*	1485.5	12	10	17
5	1497.0	*	1460.5	1502.3	*	1458.2	1491.2	*	1462.4	15	9	16
All Grades										67	66	79

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	21.74	*	*	30.43	*	*	17.39	*	*	30.43	*	*	23
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	12.50	0.00	*	43.75	35.71	*	25.00	42.86	*	18.75	21.43	*	16	14	*
3	*	7.14	9.09	*	7.14	36.36	*	57.14	36.36	*	28.57	18.18	*	14	11
4	25.00	*	17.65	41.67	*	17.65	33.33	*	23.53	0.00	*	41.18	12	*	17
5	20.00	*	6.25	13.33	*	31.25	53.33	*	25.00	13.33	*	37.50	15	*	16
All Grades	14.93	13.64	12.66	34.33	22.73	30.38	38.81	37.88	29.11	11.94	25.76	27.85	67	66	79

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	26.09	*	*	30.43	*	*	13.04	*	*	30.43	*	*	23
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	31.25	28.57	*	25.00	21.43	*	25.00	28.57	*	18.75	21.43	*	16	14	*
3	*	14.29	36.36	*	21.43	45.45	*	35.71	0.00	*	28.57	18.18	*	14	11
4	41.67	*	23.53	50.00	*	35.29	8.33	*	17.65	0.00	*	23.53	12	*	17
5	33.33	*	31.25	53.33	*	25.00	6.67	*	0.00	6.67	*	43.75	15	*	16
All Grades	31.34	22.73	24.05	43.28	31.82	37.97	16.42	22.73	11.39	8.96	22.73	26.58	67	66	79

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	13.04	*	*	26.09	*	*	21.74	*	*	39.13	*	*	23
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	12.50	0.00	*	43.75	28.57	*	25.00	21.43	*	18.75	50.00	*	16	14	*
3	*	0.00	0.00	*	7.14	27.27	*	57.14	27.27	*	35.71	45.45	*	14	11
4	0.00	*	11.76	41.67	*	5.88	50.00	*	35.29	8.33	*	47.06	12	*	17
5	6.67	*	0.00	20.00	*	12.50	33.33	*	43.75	40.00	*	43.75	15	*	16
All Grades	7.46	3.03	8.86	31.34	25.76	20.25	35.82	34.85	30.38	25.37	36.36	40.51	67	66	79

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	21.74	*	*	52.17	*	*	26.09	*	*	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	37.50	21.43	*	43.75	57.14	*	18.75	21.43	*	16	14	*
3	*	7.14	18.18	*	50.00	72.73	*	42.86	9.09	*	14	11
4	66.67	*	29.41	33.33	*	35.29	0.00	*	35.29	12	*	17
5	0.00	*	6.25	93.33	*	56.25	6.67	*	37.50	15	*	16
All Grades	28.36	19.70	18.99	62.69	53.03	54.43	8.96	27.27	26.58	67	66	79

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	43.48	*	*	21.74	*	*	34.78	*	*	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	37.50	28.57	*	56.25	50.00	*	6.25	21.43	*	16	14	*
3	*	7.14	45.45	*	64.29	36.36	*	28.57	18.18	*	14	11
4	33.33	*	23.53	66.67	*	52.94	0.00	*	23.53	12	*	17
5	46.67	*	50.00	46.67	*	6.25	6.67	*	43.75	15	*	16
All Grades	37.31	19.70	35.44	55.22	56.06	36.71	7.46	24.24	27.85	67	66	79

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	13.04	*	*	56.52	*	*	30.43	*	*	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	25.00	7.14	*	56.25	35.71	*	18.75	57.14	*	16	14	*
3	*	0.00	0.00	*	14.29	27.27	*	85.71	72.73	*	14	11
4	0.00	*	5.88	75.00	*	47.06	25.00	*	47.06	12	*	17
5	0.00	*	0.00	53.33	*	43.75	46.67	*	56.25	15	*	16
All Grades	11.94	9.09	8.86	53.73	39.39	46.84	34.33	51.52	44.30	67	66	79

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	26.09	*	*	39.13	*	*	34.78	*	*	23
1	*	*	*	*	*	*	*	*	*	*	*	*
2	18.75	0.00	*	50.00	78.57	*	31.25	21.43	*	16	14	*
3	*	14.29	0.00	*	71.43	90.91	*	14.29	9.09	*	14	11
4	16.67	*	11.76	75.00	*	64.71	8.33	*	23.53	12	*	17
5	20.00	*	0.00	46.67	*	68.75	33.33	*	31.25	15	*	16
All Grades	19.40	16.67	11.39	58.21	68.18	62.03	22.39	15.15	26.58	67	66	79

Conclusions based on this data:

1. The percentage of students scoring at Level 4 (highest level) has decreased over the three-year term, from 14.93% to 12.66%, while the percentage of students scoring at Level 1 (lowest level) has increased from 11.94% to 27.85%.
2. The low percentage of "Well Developed" and high number of students in the "Beginning" category indicate significant challenges in reading proficiency, particularly in grades 3-5.

3. Across all grades in Written Language, the percentage of students scoring at Level 4 (highest) has declined, while the percentage of students at Level 1 (lowest) category continues to remain high, particularly in grades 3-5 where nearly half of 3-5 grade students performed at Level 1.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
263	41.4%	25.9%	0.0%
Total Number of Students enrolled in Bracher Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	25.9%
Foster Youth	0	0.0%
Homeless	1	0.4%
Socioeconomically Disadvantaged	109	41.4%
Students with Disabilities	64	24.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	4.2%
American Indian	1	0.4%
Asian	59	22.4%
Filipino	8	3%
Hispanic	131	49.8%
Two or More Races	18	6.8%
Pacific Islander	5	1.9%
White	29	11%

Conclusions based on this data:

1. 41.4% of students are classified as socioeconomically disadvantaged, indicating that nearly half of the student body may require additional support services, such as free or reduced-price meals, counseling, and academic interventions.
2. 25.9% of students are designated as English Learners (ELs), meaning a substantial portion of the school's population requires specialized language instruction. This highlights the need for strong ELD (English Language Development) programs.
3. 24.3% of students receive special education services, which is a high proportion compared to national averages.

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Chronic absenteeism is a concern, as indicated by the Orange rating. This suggests that a significant number of students are missing too many school days, which can negatively impact academic achievement.
- Both ELA and Mathematics are in the Yellow range, indicating that student performance is moderate but in need of improvement.

3. The strong performance in English Learner Progress (Blue) suggests that EL students are making significant gains in language acquisition. This may be a result of effective ELD (English Language Development) instruction and support.

School and Student Performance Data

Academic Performance English Language Arts

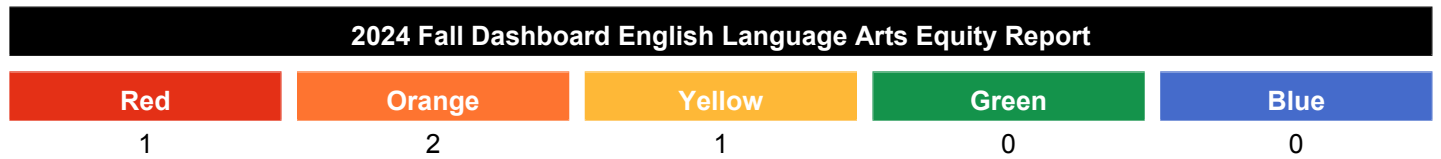
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 16.1 points below standard Increased 15.2 points 133 Students	English Learners  Red 85.0 points below standard Declined 18.8 points 43 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 46.6 points below standard Increased 7.1 points 60 Students

Students with Disabilities  Orange 109.7 points below standard Increased 9.8 points 37 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 8.3 points above standard Increased 14.9 points 30 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 48.2 points below standard Maintained 2.3 points 72 Students
Two or More Races  No Performance Color Less than 11 Students 5 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 3.3 points above standard Increased 14.6 points 18 Students

Conclusions based on this data:

1. English Learners are in the Red category, performing 85 points below the standard, and their scores declined by 18.8 points. This indicates a significant gap and a worsening trend.
2. Students with Disabilities are in the Orange category, with their performance 109.7 points below the standard. However, they made an improvement of 9.8 points.
3. Hispanic Students are in the Orange category, with their performance 48.2 points below the standard, with performance remaining largely unchanged (+2.3 points).

School and Student Performance Data

Academic Performance Mathematics

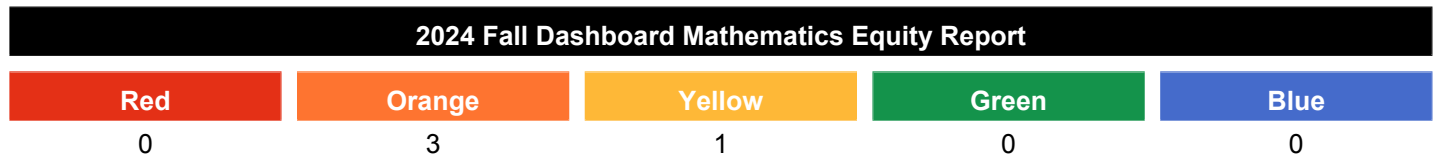
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 30.5 points below standard Increased 3.6 points 135 Students	English Learners  Orange 88.9 points below standard Declined 20.6 points 45 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 56.8 points below standard Maintained 0.7 points 61 Students

Students with Disabilities  Orange 108.7 points below standard Increased 12.6 points 37 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 14.9 points below standard Declined 22.4 points 31 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 59.4 points below standard Increased 6.5 points 73 Students
Two or More Races  No Performance Color Less than 11 Students 5 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 0.1 points above standard Maintained 0.6 points 18 Students

Conclusions based on this data:

1. English Learners performed significantly below standard, in the orange performance range. There has been a decline in performance, indicating that additional support is needed in literacy development.
2. Asian Students made a notable decline of 22.4 points to fall below standard.
3. Hispanic Students are the largest group of students and are demonstrating the largest below standard measurement, though there was slight improvement.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
60% making progress.	making progress.
Number Students: 45 Students	Number Students: 0 Students

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.

2024 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
13.3%	26.7%	0%	60%

Conclusions based on this data:

1. 60% of EL students made progress and progressed at least one ELPI level.
2. 13.3% of EL students regressed by one ELPI level.
3. Nearly 30% of students maintained their ELPI level, indicating minimal to no growth and no students maintained an ELPI Level 4.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 20.1% Chronically Absent Declined 2.9 299 Students	English Learners  Red 29.5% Chronically Absent Increased 7 88 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Socioeconomically Disadvantaged  Red 29.1% Chronically Absent Increased 1 134 Students

Students with Disabilities  Orange 21.1% Chronically Absent Declined 11.7 76 Students	African American  No Performance Color 25% Chronically Absent Declined 2.3 12 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 12.5% Chronically Absent Increased 6.9 72 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Yellow 24% Chronically Absent Declined 11.5 150 Students
Two or More Races  No Performance Color 15.8% Chronically Absent Declined 4.2 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Orange 12.5% Chronically Absent Increased 6.8 32 Students

Conclusions based on this data:

1. Chronic Absenteeism improved overall to 20.1%.
2. Students with Disabilities, though still high, showed the greatest improvement among student groups with an improvement of 11.7 to 21.1%.
3. English Learners declined by 7 to be the most chronically absent student group at 29.5%.

School and Student Performance Data

Conditions & Climate Suspension Rate

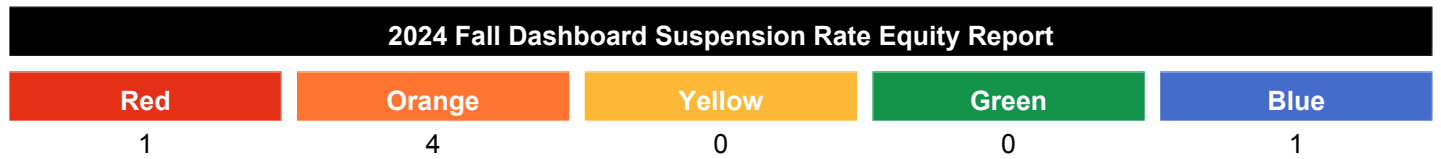
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2.2% suspended at least one day Increased 1.1% 313 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 97 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Socioeconomically Disadvantaged  Orange 1.4% suspended at least one day Increased 0.7% 143 Students

Students with Disabilities  Red 6.3% suspended at least one day Increased 3% 80 Students	African American  No Performance Color 8.3% suspended at least one day Increased 8.3% 12 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 2.7% suspended at least one day Increased 0.9% 75 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Orange 1.9% suspended at least one day Increased 0.4% 158 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Orange 2.9% suspended at least one day Increased 2.9% 34 Students

Conclusions based on this data:

1. Students with Disabilities have the highest suspension rate (6.3%), which increased significantly (+3%).
2. A single student can be classified under multiple categories, such as Students with Disabilities, Socioeconomically Disadvantaged, and a specific racial/ethnic group. As a result, their suspension can impact the rates reported for multiple student groups simultaneously.
3. African American students had the highest suspension rate percentage (8.3%) but are among the smallest of subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

All students will make measurable annual growth toward mastering California State Standards in English Language Arts, Mathematics and Science and we will reduce achievement gaps between higher and lower performing student groups, as measured by state CAASPP ELA and Mathematics assessments in grades 3-5, CAASPP Science assessment in grade 5, and i-Ready Reading and Mathematics assessments in grades K-5.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

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.

Data analysis reveals academic performance gaps across English Language Arts (ELA), Mathematics, and Science, particularly among English Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities. Only 47% of students met or exceeded standards on the CAASPP ELA assessment, with ELs performing far below peers at just 10% proficiency. Similarly, i-Ready Reading data shows that only 15% of ELs and 31% of SED students meet grade-level expectations. Writing subdomain data further reveals that only 16.9% of students performed at standard, while over one-third scored below. In mathematics, only 37% of students met or exceeded standards on CAASPP, and just 3% of ELs were proficient on i-Ready Math, indicating severe foundational gaps in numeracy and conceptual understanding. Science achievement also requires support: 35% of Grade 5 students met or exceeded standards overall, but 0% of ELs did, and only 23% of Hispanic students achieved proficiency. These findings demonstrate a clear and persistent pattern of underperformance among ELs, SED students, and students with disabilities across all core academic areas. The data signals an immediate need for intensified Tier 1 instruction, linguistically responsive teaching strategies, targeted interventions, and equitable access to rigorous, standards-aligned instruction across reading, writing, math, and science.

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
CAASPP ELA	Spring 2024: 47% Overall met/exceeded standard 10% English Learners met/exceeded standard 33% Hispanic Students met/exceeded standard 37% Socioeconomically Disadvantaged Students met/exceeded standard 20% Students with Disabilities met/exceeded standard	Spring 2025 Expected Outcome: 52% Overall meeting/exceeding standard 15% English Learners meeting/exceeding standard 39% Hispanic Students meeting/exceeding standard 41% Socioeconomically Disadvantaged Students meeting/exceeding standard 22% Students with Disabilities meeting/exceeding standard
i-Ready Reading	Spring 2025: 46% Overall met/exceeded standard 15% English Learners met/exceeded standard 36% Hispanic Students met/exceeded standard 28% Socioeconomically Disadvantaged Students met/exceeded standard 24% Students with Disabilities met/exceeded standard	Spring 2026: 56% Overall meeting/exceeding standard 30% English Learners meeting/exceeding standard 45% Hispanic Students meeting/exceeding standard 33% Socioeconomically Disadvantaged Students meeting/exceeding standard 27% Students with Disabilities meeting/exceeding standard
CAASPP Mathematics	Spring 2024: 37% Overall met/exceeded standard 9% English Learners met/exceeded standard 24% Hispanic Students met/exceeded standard 28% Socioeconomically Disadvantaged Students met/exceeded standard 17% Students with Disabilities met/exceeded standard	Spring 2025 Expected Outcome: 42% Overall meeting/exceeding standard 14% English Learners meeting/exceeding standard 29% Hispanic Students meeting/exceeding standard 30% Socioeconomically Disadvantaged Students meeting/exceeding standard 28% Students with Disabilities meeting/exceeding standard
i-Ready Mathematics	Spring 2025: 37% Overall met/exceeded standard 3% English Learners met/exceeded standard 24% Hispanic Students met/exceeded standard 19% Socioeconomically Disadvantaged Students met/exceeded standard 21% Students with Disabilities met/exceeded standard	Spring 2026: 47% Overall meeting/exceeding standard 24% English Learners meeting/exceeding standard 37% Hispanic Students meeting/exceeding standard 26% Socioeconomically Disadvantaged Students meeting/exceeding standard 24% Students with Disabilities meeting/exceeding standard
CAST Science	Spring 2024: All students measured 10.2 points below standard English Learners measured 33.3 points below standard	Spring 2025 Expected Outcome: All students will grow to 4.2 points below standard English Learners will grow to 26.3 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide materials that support instruction and intervention in all academic content areas to support student learning and growth. Materials can include, but are not limited to: Special Education Assessment Materials, Foundational Literacy Instructional Material, STEAM activities, Supplemental Origo Math Tools, Garden Supplies, Recess/PE Equipment, Reading Recovery Books, AVMR Supplies, Staff Professional Development Materials, Student Organizational Materials such as Planners, Non-fiction reading material, etc.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, All Students	1939 Targeted Allocation 4000-4999: Books And Supplies
1.2	Software or other licenses to support student learning, growth, and intervention. Materials can include, but are not limited to: ST Math Licenses, Mystery Science Subscription, Scholastic News, BrainPOP, etc.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, All Students	4500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Subscriptions
1.4	Intervention/Enrichment Teacher(s)/STLA/Paraeducator and/or staff for data analysis, planning, collaborating, and classroom support to facilitate student growth. Substitute teachers to release teachers for collaboration, observation, student data analysis, development of common formative assessment, student assessment, etc.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students,	35506 Targeted Allocation 2000-2999: Classified Personnel Salaries Other Classified Hourly (2915 03) 3321 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Non-instructional funds for planning
1.5	Staff professional development opportunities to improve the implementation of teaching and learning best practices and strategies. Professional development opportunities could include, but are not limited to: AVMR training, ADHD training, PLC training & conferences, Dyslexia training, MTSS development, TIER 1 instructional practices improvement, etc.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, All Students	4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes for Release Time 14500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel & Conference / Professional Development 2000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Contracted Services
1.6	Content standards aligned field trips.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, All Students	0

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

For the 2024-2025 school year, our short-term limited assignment intervention staff member was utilized as a special education substitute paraeducator for a majority of the year and therefore the full budget allocated to this strategy was not utilized. We anticipate this will not be the case next school year and can devote the resources to this strategy.

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 are changing the goal by increasing the allocated money for professional development, namely for continued work in Professional Learning Communities and staff to support intervention and instruction. The CAST Science component of this goal is new.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Learners

All English Learners will show measurable growth on English Language Arts portions of i-Ready, CAASPP, and ELPAC assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Our English Learner student population group presents with the most significant need to improve proficiency in ELA and Science, often performing even below students with disabilities, as measured by CAASPP ELA (90% of students below standard), i-Ready Reading (85% of students below standard), and CAST Science (students measured 33.3 points below standard).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2023-2024 School Year: 60% English Learners grew at least one ELPI level	2024-2025 School Year: 63% English Learners will grow at least one ELPI level
CAASPP ELA	Spring 2024: 10% English Learners met/exceeded standard	Spring 2025: 15% English Learners meeting/exceeding standard
i-Ready Reading	Spring 2025: 15% English Learners met/exceeded standard	Spring 2026: 25% English Learners meeting/exceeding standard
CAST Science	Spring 2024: English Learners were 33.3 points below standard	Spring 2026: English Learners will score 26.3 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Translation and interpretation will be provided as needed for non-English speaking members of our community to support their participation in their child's education.	English Learners, Hispanic Students	1800 Targeted Allocation 2000-2999: Classified Personnel Salaries Translation and interpretation services
1.2	Provide additional staff and hours to support students learning English.	English Learners, Hispanic Students	5000 Targeted Allocation 2000-2999: Classified Personnel Salaries Support could include, but is not limited to: Increasing ELSAT hours Tutoring Language Club
1.3	Provide resources specifically designed to support students new to U.S. public school system who are identified as "Newcomer". Resources could include, but are not limited to: Professional Development & Training, Supplemental Curricular Resources, Additional Staff Hours for Planning, Tutoring, Books & Videos in Spanish, etc.	English Learners, Hispanic Students	1000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures 1000 Targeted Allocation 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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.

We exceeded the amount allocated to translation services and plan to increase funds for the next SPSA cycle. Although we started late in the year, we did expand our ELSAT's hours to support dELD small group instruction in the classroom and provide tutoring in English after school, as well as supporting students in test-taking strategies for increased success on the ELPAC assessment.

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

N/A

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

We increased funds for translation services.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Engagement and Climate

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

Improve rates of suspension for Students with Disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard-Chronic Absenteeism	2023-2024 School Year: 20% overall chronically absent 24% EL students chronically absent	2024-2025 School Year: 16% overall chronically absent 20% EL students chronically absent
California School Dashboard-Suspension Rate	2023-2024 School Year: 2.2% of students suspended at least one day	2024-2025 School Year: 2.0% of students suspended at least one day

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide activities and incentives to promote student social-emotional development, school participation and improve school climate. Items could include, but not limited to schoolwide assemblies, PBIS Rewards subscription, Student incentives & rewards, Restorative practices professional development, etc.	Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, All Students	2500 Targeted Allocation 4000-4999: Books And Supplies Student Incentives and Rewards (4370) 1500 Targeted Allocation 5000-5999: Services And Other Operating Expenditures PBIS Rewards Subscription
1.2	Increase and support Student Leadership opportunities. Student leadership opportunities include but are not limited to implementation, supervision and supplies for: Safety Patrol, Student Council, Green Team, Kindness Committee, PeaceMakers, Art Club, Recess Activities, Chess Club, Garden Club, etc.	Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, All Students	2000 Targeted Allocation 2000-2999: Classified Personnel Salaries Non-Instructional Support (2913)
1.3	Provide staff with training in Safety Care and other behavior support and classroom management strategies	Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged Students, All Students	350 Targeted Allocation 4000-4999: Books And Supplies 350 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.4	BAWSI Physical Education Program	Students with Disabilities	0 BAWSI organization will provide weekly outdoor activities for classrooms for Students with Disabilities

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

School wide assemblies increased from 1 the previous school year to 5 this school year. Several assemblies had a focus on bullying prevention strategies and messages to improve and strengthen school climate, acceptance and belonging. Efforts to improve chronic absenteeism among all students groups was effective for the 23-24 school year. Overall chronic absenteeism improved from 31.5% to 23%. English Learner chronic absenteeism improved from 39.5% to 22%. Hispanic student chronic absenteeism improved from 43% to 35%. Students with Disabilities chronic absenteeism

improved from 41% to 33%. Socioeconomically Disadvantaged Student chronic absenteeism improved from 46% to 28%.

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

N/A

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

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$81,266.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Targeted Allocation	\$81,266.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$81,266.00

Total of federal, state, and/or local funds for this school: \$81,266.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	81266	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Targeted Allocation	81,266.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	7,321.00
2000-2999: Classified Personnel Salaries	44,656.00
4000-4999: Books And Supplies	5,789.00
5000-5999: Services And Other Operating Expenditures	21,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	7,321.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	44,656.00
4000-4999: Books And Supplies	Targeted Allocation	5,789.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	21,500.00

5800: Professional/Consulting
Services And Operating Expenditures

Targeted Allocation

2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,766.00
Goal 2	8,800.00
Goal 3	6,700.00

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
Daniela Jaume	Parent or Community Member
Jennifer Petros	Other School Staff
Billy Martin	Principal
Stacey Adams	Classroom Teacher
Melissa Mehta	Parent or Community Member
Kia Fikus	Parent or Community Member
Mandy Limon	Parent or Community Member
David Gish	Other School Staff
Brandi Peters	Classroom Teacher Parent or Community Member
Maribel Chavez	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

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 5/7/2025.

Attested:




Principal, Billy Martin on 5/7/2025

SSC Chairperson, Daniela Jaume on 5/7/2025