

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Braly Elementary School	43-69674-6048813	May 5, 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 Braly Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs.....	3
School and Student Performance Data	4
Student Enrollment.....	4
CAASPP Results.....	7
ELPAC Results	11
Student Population.....	15
Overall Performance	17
Academic Performance.....	18
Academic Engagement.....	23
Conditions & Climate.....	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1.....	27
Goal 2.....	29
Goal 3.....	31
Goal 4.....	33
Budget Summary	35
Budget Summary	35
Other Federal, State, and Local Funds	35
Budgeted Funds and Expenditures in this Plan	36
Funds Budgeted to the School by Funding Source.....	36
Expenditures by Funding Source	36
Expenditures by Budget Reference	36
Expenditures by Budget Reference and Funding Source	36
Expenditures by Goal.....	36
School Site Council Membership	37
Recommendations and Assurances	38

Plan Description

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

MTSS supports the LEA with goals for achievement in mathematics, literacy, and whole child learning. Our focus on student achievement for all categories is supported by this system by getting students the academic interventions and social-emotional support in a systematic and timely fashion. During the 2024-2025 school year, MTSS focused on student achievement by beginning with building a strong team that included specialists from each department to align MTSS with the SCUSD systems. Examples include, a data-driven collaborative system that meets monthly. During which each specialist discusses progress and troubleshoots with teachers. Through this system, students are connected with the appropriate resources to support their achievement and specific measurable goals are created based on individual needs. Additionally, in the 2024-2025 school year, PBIS was implemented to support students in meeting the schoolwide expectations. This PBIS intervention in conjunction with Project Cornerstone provides both extrinsic and intrinsic incentives for students to meet our expectations and has contributed to the school and District's LCAP goals of providing a safe and conducive learning environment.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council/ELAC members and school staff had opportunities to give input and review SPSA goals on 4/7/25 & 5/5/25 during our regular meeting. Progress towards goals are reviewed and CAASPP & iReady data are analyzed.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Braly's chronic absenteeism is in the yellow performance category. Braly's English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities 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.

In ELA our ELL, Hispanic, and Socioeconomically Disadvantage groups are 2 performance levels below "all student performance" In math our ELL, Hispanic, Socioeconomically Disadvantage, and Students with Disabilities groups are 2 performance levels below "all student performance"

Other Needs

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

NA

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.56%	0.85%	1.10%	2	3	4
African American	1.68%	0.85%	1.93%	6	3	7
Asian	42.74%	37.22%	37.85%	153	131	137
Filipino	2.79%	2.56%	2.49%	10	9	9
Hispanic/Latino	30.73%	36.36%	38.12%	110	128	138
Pacific Islander	1.96%	0.85%	0.28%	7	3	1
White	13.97%	14.49%	13.26%	50	51	48
Multiple/No Response	5.31%	6.82%	4.97%	19	24	18
Total Enrollment				358	352	362

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	79	80	66
Grade 1	65	56	55
Grade 2	69	66	59
Grade3	40	60	61
Grade 4	59	38	56
Grade 5	46	52	45
Total Enrollment	358	352	362

Conclusions based on this data:

1. Braly's enrollment continues to fluctuate due to a high mobility rate among families and the need to overload students from their neighborhood schools, in order to maintain class size restrictions.
2. Hispanic students make up the largest percentage of students at 38.12% Asian students (Asian Indian being the majority within this group) make up the 2nd highest percentage at 37.85%, and the white students make up the 3rd highest percentage of Braly students at 13.26%.
3. Braly's population is very diverse. There is a need to increase parent engagement in all ethnic groups and have families more involved in school functions, committees, and classrooms.

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	163	149	164	30.60%	45.5%	45.3%
Fluent English Proficient (FEP)	56	68	69	15.70%	15.6%	19.1%
Reclassified Fluent English Proficient (RFEP)	25	30	35	6.0%	7.0%	9.7%

Conclusions based on this data:

1. The EL population has stayed the same as the previous year at 45.3% of the student population.
2. The Fluent English Proficient (FEP) population has increased from 15.6% to 19.1%. Our EL students are making progress to become English proficient.

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	41	55	56	40	51	50	40	51	50	97.6	92.7	89.3
Grade 4	52	40	54	52	34	52	52	34	52	100.0	85.0	96.3
Grade 5	42	53	49	42	48	39	42	48	39	100.0	90.6	79.6
All Grades	135	148	159	134	133	141	134	133	141	99.3	89.9	88.7

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	2431.	2437.	2443.	35.00	33.33	38.00	10.00	19.61	14.00	25.00	19.61	24.00	30.00	27.45	24.00
Grade 4	2516.	2497.	2504.	48.08	32.35	46.15	19.23	32.35	13.46	11.54	14.71	7.69	21.15	20.59	32.69
Grade 5	2551.	2561.	2516.	47.62	43.75	25.64	21.43	31.25	25.64	19.05	8.33	20.51	11.90	16.67	28.21
All Grades	N/A	N/A	N/A	44.03	36.84	37.59	17.16	27.07	17.02	17.91	14.29	17.02	20.90	21.80	28.37

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	30.00	27.45	34.00	50.00	56.86	50.00	20.00	15.69	16.00
Grade 4	38.46	35.29	42.31	48.08	47.06	44.23	13.46	17.65	13.46
Grade 5	28.57	41.67	25.64	61.90	45.83	61.54	9.52	12.50	12.82
All Grades	32.84	34.59	34.75	52.99	50.38	51.06	14.18	15.04	14.18

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	27.50	31.37	26.00	47.50	43.14	50.00	25.00	25.49	24.00
Grade 4	28.85	29.41	30.77	57.69	55.88	38.46	13.46	14.71	30.77
Grade 5	34.15	43.75	35.90	53.66	41.67	43.59	12.20	14.58	20.51
All Grades	30.08	35.34	30.50	53.38	45.86	43.97	16.54	18.80	25.53

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	15.00	13.73	14.00	65.00	74.51	70.00	20.00	11.76	16.00
Grade 4	21.15	26.47	26.92	75.00	67.65	63.46	3.85	5.88	9.62
Grade 5	14.29	25.00	10.26	73.81	70.83	69.23	11.90	4.17	20.51
All Grades	17.16	21.05	17.73	71.64	71.43	67.38	11.19	7.52	14.89

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	22.50	19.61	28.00	52.50	58.82	52.00	25.00	21.57	20.00
Grade 4	28.85	26.47	30.77	53.85	55.88	50.00	17.31	17.65	19.23
Grade 5	28.57	27.08	28.21	61.90	58.33	53.85	9.52	14.58	17.95
All Grades	26.87	24.06	29.08	55.97	57.89	51.77	17.16	18.05	19.15

Conclusions based on this data:

1. Student participation in CAASPP/ELA decreased from 92.7% in 2022-20223 to 89.3% in 2023-2024. In 2024-2025 students will complete CAASPP testing in May 2025.
2. Students overall have shown decreased scale scores with the percent meeting/exceeding grade level standard going from 64% in 2022-2023 to 55% in 2023-2024. 2024-2025 students will complete CAASPP testing in May 2025
3. There has been a slight decrease in students nearly meeting/meeting/exceeding standard in 2022-2023 in reading, writing, & research & Inquiry. Students slightly increased in listening. 2024-2025 students will complete CAASPP testing in May 2025.

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	41	55	56	40	55	56	40	55	56	97.6	100.0	100
Grade 4	52	40	54	52	39	54	52	39	54	100.0	97.5	100
Grade 5	42	53	49	42	52	49	42	51	49	100.0	98.1	100
All Grades	135	148	159	134	146	159	134	145	159	99.3	98.6	100

* 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	2436.	2449.	2452.	30.00	40.00	33.93	10.00	20.00	16.07	30.00	9.09	26.79	30.00	30.91	23.21
Grade 4	2535.	2518.	2497.	53.85	41.03	44.44	15.38	25.64	12.96	13.46	17.95	14.81	17.31	15.38	27.78
Grade 5	2558.	2542.	2490.	40.48	45.10	28.57	26.19	11.76	14.29	19.05	11.76	18.37	14.29	31.37	38.78
All Grades	N/A	N/A	N/A	42.54	42.07	35.85	17.16	18.62	14.47	20.15	12.41	20.13	20.15	26.90	29.56

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	25.00	40.00	28.57	45.00	30.91	37.50	30.00	29.09	33.93
Grade 4	36.54	30.77	42.59	40.38	48.72	27.78	23.08	20.51	29.63
Grade 5	33.33	41.18	28.57	50.00	33.33	32.65	16.67	25.49	38.78
All Grades	32.09	37.93	33.33	44.78	36.55	32.70	23.13	25.52	33.96

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	25.00	32.73	33.93	57.50	50.91	48.21	17.50	16.36	17.86
Grade 4	53.85	35.90	42.59	28.85	46.15	35.19	17.31	17.95	22.22
Grade 5	28.57	31.37	20.41	54.76	52.94	44.90	16.67	15.69	34.69
All Grades	37.31	33.10	32.70	45.52	50.34	42.77	17.16	16.55	24.53

Conclusions based on this data:

1. Overall, grades 3-5 show that 50.32% of students are meeting or exceeding the performance standards.
2. There was a decrease in Problem Solving & Modeling/Data Analysis from 74.48% of students being Above/At/Near in 2022-2023 to 66.03% being Above/At/Near in 2023-2024

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	1410.5	1401.5	1359.8	1418.1	1395.6	1370.8	1392.6	1415.0	1334.0	36	45	47
1	1413.4	1407.8	1431.7	1421.6	1407.5	1426.4	1404.7	1407.5	1436.6	22	28	26
2	1485.1	1453.3	1470.3	1494.1	1450.8	1492.2	1475.6	1455.0	1447.9	31	21	29
3	1483.1	1487.7	1467.5	1489.6	1498.2	1465.8	1476.1	1476.6	1468.5	19	23	24
4	1527.7	1529.5	1518.2	1534.9	1538.1	1522.3	1520.0	1520.5	1513.9	15	20	22
5	*	1501.9	1467.1	*	1486.4	1472.2	*	1516.5	1461.2	8	17	25
All Grades										131	154	173

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	16.67	15.56	6.38	30.56	17.78	27.66	33.33	31.11	21.28	19.44	35.56	44.68	36	45	47
1	18.18	7.14	23.08	27.27	14.29	23.08	18.18	28.57	15.38	36.36	50.00	38.46	22	28	26
2	12.90	4.76	13.79	48.39	38.10	31.03	32.26	33.33	48.28	6.45	23.81	6.90	31	21	29
3	15.79	8.70	8.33	36.84	39.13	29.17	31.58	43.48	33.33	15.79	8.70	29.17	19	23	24
4	33.33	30.00	27.27	40.00	35.00	27.27	20.00	25.00	22.73	6.67	10.00	22.73	15	20	22
5	*	23.53	24.00	*	35.29	28.00	*	11.76	8.00	*	29.41	40.00	*	17	25
All Grades	18.32	14.29	15.61	36.64	27.27	27.75	28.24	29.87	24.86	16.79	28.57	31.79	131	154	173

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	19.44	20.00	12.77	30.56	13.33	27.66	30.56	28.89	14.89	19.44	37.78	44.68	36	45	47
1	31.82	10.71	30.77	18.18	32.14	15.38	27.27	7.14	15.38	22.73	50.00	38.46	22	28	26
2	38.71	14.29	37.93	29.03	33.33	34.48	29.03	28.57	24.14	3.23	23.81	3.45	31	21	29
3	36.84	47.83	29.17	36.84	26.09	20.83	15.79	17.39	20.83	10.53	8.70	29.17	19	23	24
4	60.00	50.00	50.00	33.33	25.00	18.18	0.00	20.00	22.73	6.67	5.00	9.09	15	20	22
5	*	35.29	40.00	*	35.29	24.00	*	5.88	0.00	*	23.53	36.00	*	17	25
All Grades	34.35	27.27	30.64	30.53	25.32	24.28	22.90	19.48	16.18	12.21	27.92	28.90	131	154	173

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	8.33	13.33	8.51	16.67	22.22	8.51	58.33	35.56	40.43	16.67	28.89	42.55	36	45	47
1	13.64	10.71	11.54	13.64	10.71	30.77	22.73	7.14	15.38	50.00	71.43	42.31	22	28	26
2	0.00	4.76	3.45	41.94	33.33	34.48	35.48	23.81	20.69	22.58	38.10	41.38	31	21	29
3	0.00	4.35	4.17	26.32	17.39	4.17	36.84	39.13	54.17	36.84	39.13	37.50	19	23	24
4	0.00	15.00	27.27	46.67	30.00	9.09	46.67	30.00	27.27	6.67	25.00	36.36	15	20	22
5	*	5.88	16.00	*	29.41	8.00	*	29.41	32.00	*	35.29	44.00	*	17	25
All Grades	5.34	9.74	10.98	25.95	22.73	15.61	42.75	27.92	32.37	25.95	39.61	41.04	131	154	173

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	33.33	22.22	12.77	52.78	40.00	46.81	13.89	37.78	40.43	36	45	47
1	40.91	32.14	30.77	36.36	28.57	38.46	22.73	39.29	30.77	22	28	26
2	41.94	14.29	51.72	51.61	66.67	44.83	6.45	19.05	3.45	31	21	29
3	47.37	34.78	37.50	31.58	47.83	37.50	21.05	17.39	25.00	19	23	24
4	66.67	50.00	40.91	26.67	45.00	50.00	6.67	5.00	9.09	15	20	22
5	*	23.53	36.00	*	47.06	36.00	*	29.41	28.00	*	17	25
All Grades	41.98	28.57	32.37	45.04	44.16	42.77	12.98	27.27	24.86	131	154	173

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	8.33	15.56	19.15	58.33	46.67	36.17	33.33	37.78	44.68	36	45	47
1	13.64	7.14	19.23	68.18	53.57	46.15	18.18	39.29	34.62	22	28	26
2	32.26	9.52	37.93	64.52	66.67	55.17	3.23	23.81	6.90	31	21	29
3	47.37	43.48	25.00	42.11	47.83	41.67	10.53	8.70	33.33	19	23	24
4	53.33	70.00	36.36	40.00	20.00	50.00	6.67	10.00	13.64	15	20	22
5	*	64.71	52.00	*	5.88	12.00	*	29.41	36.00	*	17	25
All Grades	29.77	29.87	30.06	54.20	42.86	39.88	16.03	27.27	30.06	131	154	173

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	13.89	13.33	0.00	72.22	55.56	63.83	13.89	31.11	36.17	36	45	47
1	18.18	14.29	26.92	27.27	14.29	30.77	54.55	71.43	42.31	22	28	26
2	3.23	4.76	0.00	74.19	57.14	48.28	22.58	38.10	51.72	31	21	29
3	0.00	0.00	4.17	47.37	56.52	33.33	52.63	43.48	62.50	19	23	24
4	0.00	15.00	22.73	86.67	50.00	40.91	13.33	35.00	36.36	15	20	22
5	*	17.65	16.67	*	52.94	33.33	*	29.41	50.00	*	17	24
All Grades	9.16	11.04	9.88	61.83	47.40	44.77	29.01	41.56	45.35	131	154	172

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	13.89	44.44	14.89	52.78	33.33	34.04	33.33	22.22	51.06	36	45	47
1	4.55	10.71	7.69	59.09	46.43	57.69	36.36	42.86	34.62	22	28	26
2	19.35	14.29	10.34	64.52	66.67	68.97	16.13	19.05	20.69	31	21	29
3	0.00	8.70	0.00	84.21	65.22	66.67	15.79	26.09	33.33	19	23	24
4	6.67	30.00	27.27	80.00	55.00	59.09	13.33	15.00	13.64	15	20	22
5	*	17.65	4.00	*	52.94	52.00	*	29.41	44.00	*	17	25
All Grades	11.45	24.03	10.98	64.12	50.00	53.76	24.43	25.97	35.26	131	154	173

Conclusions based on this data:

1. In 2023-2024 173 students were tested on the ELPAC Summative & 15.61% of students scored at Level 4, 27.75% at level 3, 24.86% at level 2, and 31.79% at level 1
2. 34.64% of students scored Level 4 on the Oral Language Component, while only 10.98% scored Level 4 on the Written Component. Writing continues to be an area for improvement.

3. The following percentage of students scored "Well Developed" in Listening 32.37%, Speaking 30.06%, Reading 9.88%, & Writing 10.98%. A larger percentage of students scored "Somewhat Developed " in these areas (Listening 42.77%, Speaking 39.88%, Reading 44.77%, & Writing 53.76%)

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
362	36.2%	45.3%	0.0%
Total Number of Students enrolled in Braly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	164	45.3%
Foster Youth	0	0.0%
Homeless	3	0.8%
Socioeconomically Disadvantaged	131	36.2%
Students with Disabilities	65	18%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.9%
American Indian	4	1.1%
Asian	137	37.8%
Filipino	9	2.5%
Hispanic	138	38.1%
Two or More Races	18	5%
Pacific Islander	1	0.3%
White	48	13.3%

Conclusions based on this data:

1. Current Enrollment at Braly is 391. While there have been fluctuations, enrollment has increased since 2023-2024

2. Current English Learner population is 45.3%, Socioeconomically Disadvantaged is 36.2%, and there are currently 18% of students with Disabilities.
3. Overall enrollment is increasing, The population of students with high needs, such as SED, EL, and Hispanic students has increased in the past year.

School and Student Performance Data

Overall Performance

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.

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  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Blue		

Conclusions based on this data:

- Braly's overall academic performance in ELA and Math are in the green and EL is in the Blue.
- The suspension rate is very low and in the blue.
- Chronic absenteeism has improved from 2022-2023 being in the Orange to 2023-2024 being in the Yellow.

School and Student Performance Data

Academic Performance English Language Arts

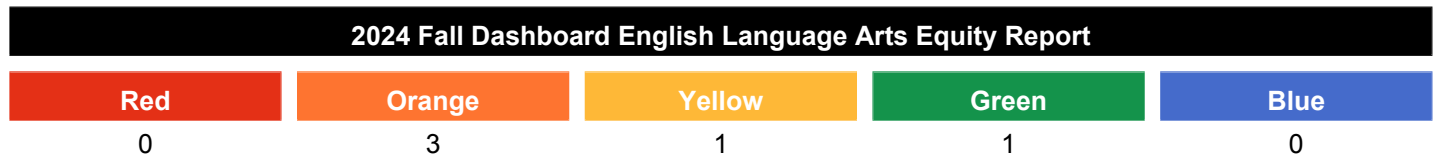
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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  Green 16.0 points above standard Declined 13.3 points 139 Students	English Learners  Orange 21.1 points below standard Maintained 1.4 points 79 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 1 Student	Socioeconomically Disadvantaged  Orange 42.3 points below standard Declined 12.4 points 57 Students

Students with Disabilities  Yellow 55.4 points below standard Increased 8.1 points 31 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 64.2 points above standard Declined 5.1 points 50 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Orange 53.0 points below standard Declined 6.8 points 52 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 57.2 points above standard Declined 36.0 points 20 Students

Conclusions based on this data:

1. Overall performance on CAASPP/ELA dropped 1 level to Green. 139 students were tested which is 18 more students than the previous year.
2. English Learners, Hispanic and Socioeconomically Disadvantaged students are in the Orange. Students with Disabilities are in the Yellow range. Asian students fell from the Blue to the Green.

School and Student Performance Data

Academic Performance Mathematics

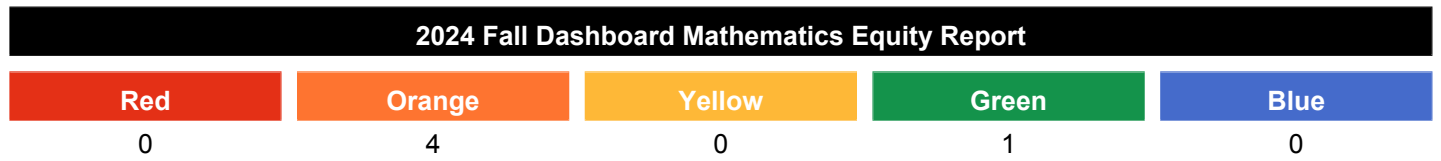
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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  Green 2.1 points above standard Declined 20.4 points 148 Students	English Learners  Orange 33.0 points below standard Declined 22.1 points 88 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 1 Student	Socioeconomically Disadvantaged  Orange 52.2 points below standard Declined 20.7 points 66 Students

Students with Disabilities  Orange 78.8 points below standard Declined 23.4 points 33 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 62.6 points above standard Declined 4.2 points 52 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Orange 74.5 points below standard Declined 25.0 points 59 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 57.3 points above standard Declined 17.5 points 20 Students

Conclusions based on this data:

1. Overall students scored in the green and were 2.1 points above standard. English Learners are in the Orange and scored 33 points below standard.
2. Socioeconomically Disadvantaged and Hispanic students maintained their status in the orange with a decrease in scale scores and are below standard.

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.

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 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
65.1% making progress.	making progress.
Number Students: 106 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
8.5%	24.5%	0%	62.3%

Conclusions based on this data:

- EL student progress is in the Blue, up from Green the previous year.
- 62.3% of EL students progressed at least 1 ELPI level.
- Approximately 8.5% decreased 1 ELPI level.

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.

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 16.8% Chronically Absent Declined 1 398 Students	English Learners  Red 19.7% Chronically Absent Increased 3.6 193 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Red 20.2% Chronically Absent Increased 0.6 168 Students

Students with Disabilities  Yellow 15.1% Chronically Absent Declined 11.2 73 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Orange 16.2% Chronically Absent Increased 0.7 148 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Red 20.1% Chronically Absent Increased 2.9 159 Students
Two or More Races  No Performance Color 16.7% Chronically Absent Declined 4.2 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 7.7% Chronically Absent Declined 12.3 52 Students

Conclusions based on this data:

1. Overall chronic absenteeism is down slightly from 18% the previous year to 16.8% and is in the Yellow.
2. EL, SED, & Hispanic students are in the Red, Asian students are in the Orange, Students with Disabilities are in the yellow, and White students are in the Green.
3. SED and Hispanic Students have the highest rate of absenteeism at 20% being considered chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

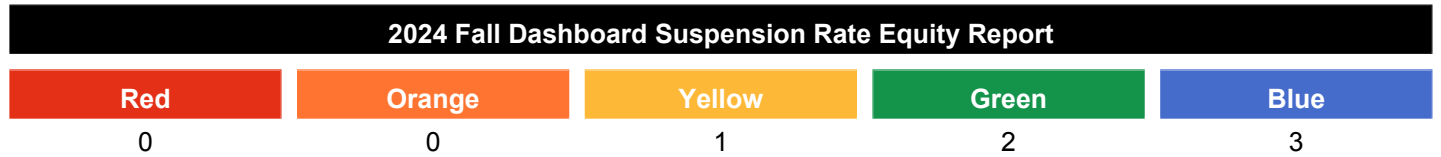
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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  Blue 0.2% suspended at least one day Declined 0.5% 410 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 200 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Green 0.6% suspended at least one day Declined 0.5% 169 Students

Students with Disabilities  Yellow 1.4% suspended at least one day Maintained 0.2% 73 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Blue 0% suspended at least one day Declined 0.6% 154 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Green 0.6% suspended at least one day Maintained 0.1% 163 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 0% suspended at least one day Declined 1.7% 54 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Achievement in Language Arts

Grades 3-5: By the end of 2026, students will increase proficiency by 10% in reading as measured by Fountas and Pinnell (F&P), iReady and CAASPP data. In addition, Hispanic, EL, and Economically Disadvantaged population will increase proficiency by 10%.

K-5: The overall percentage of students reading at/above grade level as measured by Fountas and Pinnell (F&P) will increase by 10%. The proficiency percentage of Hispanic, EL and Economically Disadvantaged students meeting/exceeding grade level standards will increase by 10% by the end of the 2025/2026 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

Identified Need

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

There is a need to continue to improve student performance on iReady, F&P, ELPAC, & CAASPP in order to narrow/close the achievement gap between Hispanic and English Learner students and their higher achieving peers. iReady data shows 54% of all students and 79% of English only students are at grade level whereas only 30% of Hispanic students and 23% of EL students are at or above grade level standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5: Fountas & Pinnell (F&P) Reading Assessment, iReady Assessment, 3-5: CAASPP/ELA	K-5 F&P shows 54% of all students are reading on or above grade level. K-5 iReady shows 54% of all students are reading on or above grade level. CAASPP data shows that 53.6% of students in grades 3-5 are meeting or exceeding standards in ELA	The overall iReady/F&P ELA achievement will increase the number of students meeting/exceeding by 10% Hispanic achievement will increase the number of students meeting/exceeding by 10%. EL achievement will increase the number of students meeting/exceeding by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Provide intervention in Language Arts for ELL, Hispanic, SED and lower performing students at all grade levels.	Students performing below grade level	72000 Targeted Allocation TOSA Intervention Support 1000 Targeted Allocation Materials
1.2	Provide reading materials that are highly engaging with low readability	Students performing below grade level	1000 Targeted Allocation materials
1.3	Intervention Support Para will work throughout the year with all students needing intervention in Language Arts	Students performing below grade level	11433 Targeted Allocation Para Intervention support

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 District ELA Pacing Guide, UFLI Phonics, Morphology Word Study, Lucy Calkins Units of Study were used daily with fidelity. Coaching cycles for phonics, morphology and small group instruction were implemented. Grade level PLC's analyzed data on a regular basis.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

Each student will demonstrate growth towards mastering California State Standards as measured by the state assessments (CAASPP Math grades 3-5), i-Ready Math Diagnostic and we will reduce the achievement gap between higher and lower performing students by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

Identified Need

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

There is a need to improve student performance on iReady and CAASPP in order to narrow/close the achievement gap between Hispanic and English Learner students and their higher achieving peers. iReady data shows 51% of all students and 74% of English only students are at grade level whereas only 24% of Hispanic students and 21% of EL students are at or above grade level standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5: iReady math diagnostic 3-5: CAASPP/Math	Overall iReady data shows 51% of all students are early on/mid or above grade level. CAASPP data shows that 48% of all 3rd-5th students are meeting or exceeding state standards.	Overall iReady Math achievement will increase by 10% of students meeting/exceeding standards. Hispanic student achievement will increase by 10% of students meeting/exceeding standards. ELL achievement will increase by 10% of students meeting/exceeding standards.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Math Enrichment	Students Above Benchmark Levels (4th and 5th Grade)	3,000 Targeted Allocation

			Math Olympiad Teacher 250 Targeted Allocation Materials
1.2	Intervention Support Para will work throughout the year with all students needing intervention in math	All	11433 Targeted Allocation
1.3	Materials to engage students in math activities	all	1000 Targeted Allocation STEAM materials

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.

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

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

Identified Need

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

Pending the results of 2024 ELPAC Summative, there will likely be a need to continue to focus ELD instruction on the "Level 3" students to ensure that they move to Level 4, and to improve communication with and participation of EL parents to increase understanding and support of students in their continued English development.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative Assessment	As of the end of the 2024-2025 school year, 20% of our English Language Learners were reclassified as English Proficient.	The results of the 24-25 ELPAC summative will be reviewed early in fall 2025 to establish specific outcomes based on most current data. We want to increase the percentage of students who reclassify by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Translation Services	All	1000 Targeted Allocation Translation Services
1.2	Paraprofessional for small group intervention and EL Support	EL Students	11433 Targeted Allocation Paraprofessional

1.3	Materials to Support EL Students	EL Students	1300 Targeted Allocation Materials
-----	----------------------------------	-------------	--

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.

All ELL students received designated ELD daily. An Intervention TOSA and para supported students who were not progressing towards English proficiency. Grade level PLC's analyzed data on a regular basis to inform instruction for designated ELD and worked with the ELSAT to get support for best practices.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate, Absenteeism, and Behavior

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Survey, administered each spring.	90% of students understand and practice the Braly agreements to be Safe, Kind, & Responsible and show competency in SEL using Second Step. Average Daily Attendance: 93%	95% of students will understand and practice the Braly agreements to be Safe, Kind, & Responsible and show competency in SEL. Daily average Attendance will increase to 95%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Support students with chronic absenteeism, and behavior concerns.	All	200 Targeted Allocation Purchase SEL Assessment Tool
1.2	Materials to support PBIS implementation	all	1000 Targeted Allocation Materials
1.3	Supplemental resources to support SEL/Wellness	All	1000 Targeted Allocation Materials for Calming Space
1.4	School Assemblies to promote a positive school climate		800 Targeted Allocation Monthly Mega Skills assemblies
1.8			

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.

Funds were used to improve the wellness room and add resources for a calming space where students were able to reset and return to class ready to learn. Staff development included a review of the Second Step curriculum and how best to use it to support students' social-emotional needs. Families of Students who fell below 90% attendance received letters informing them of their child's attendance record and calls were made to support families in increasing attendance and understanding its importance.

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	\$117,849.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$117,849.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$117,849.00

Total of federal, state, and/or local funds for this school: \$117,849.00

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	116,349	-1,500.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	117,849.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	117,849.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,433.00
Goal 2	15,683.00
Goal 3	13,733.00
Goal 4	3,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Danielle Metz	Principal
Katherine Cerda	Other School Staff
Amy Mayfield	Classroom Teacher
Erika Elias	Classroom Teacher
Alysia Ogden	Classroom Teacher
Jonika Hoomes	Parent or Community Member
John Lee	Parent or Community Member
Preeti Gurbani	Parent or Community Member
Akshaya Vaddadi	Parent or Community Member
Diana Perez Cruz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-5-25.

Attested:



Principal, Danielle M. Metz on 5-5-25



SSC Chairperson, Akshaya Vaddadi on 5-5-25