

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
Briarwood School	Elementary	43-69674-6048821	April 28, 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 Briarwood 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.

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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.

The primary objective of Briarwood Elementary School's improvement planning is to enhance student achievement. Student performance improves when teachers implement curriculum-delivery strategies that address the diverse needs of their students, when the school environment fosters positivity and engagement, and when families are actively involved in their child's education.

Briarwood's goals and action plans are strategically developed through a comprehensive data analysis process, incorporating input from multiple stakeholders to ensure a targeted and equitable approach to student success. The SPSA aligns with the district's Local Control and Accountability Plan (LCAP) goals to support and elevate underserved students.

The School Site Council (SSC) will engage in a continuous cycle of action, reflection, and improvement, reviewing the SPSA regularly to assess progress, modify strategies, and allocate resources effectively. This iterative process ensures that the plan remains responsive to student needs, fosters ongoing growth, and drives meaningful academic achievement.

Educational Partner Involvement

How, when, and with whom did your Briarwood 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

Briarwood Elementary School is committed to fostering collaboration among educational partners to support student achievement. The School Site Council (SSC) plays a key role in this process, working in conjunction with the English Learner Advisory Committee (ELAC) to review data, set goals, and guide decision-making.

SSC meetings are scheduled for October 22, 2024; December 10, 2024; February 11, 2025; April 22, 2025; and May 2, 2025 (if needed). These meetings are open to the public and begin with an opportunity for public comment. In accordance with SSC bylaws, agendas are posted at least 72 hours in advance in the school office and shared through ParentSquare to ensure transparency and accessibility.

School data is reviewed annually with staff, students, parents, and community members through faculty meetings, PTA meetings, and SSC meetings. This collaborative approach ensures that multiple perspectives inform school improvement efforts, aligning resources and strategies to support the success of all students.

Resource Inequities

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

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

Briarwood Elementary School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Briarwood 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	0.39%	1.05%	0.75%	1	3	2
African American	0.39%	1.39%	2.62%	1	4	7
Asian	25.97%	24.74%	24.34%	67	71	65
Filipino	5.04%	2.79%	4.49%	13	8	12
Hispanic/Latino	47.67%	49.48%	49.44%	123	142	132
Pacific Islander	0.78%	0.7%	%	2	2	
White	15.50%	14.63%	14.23%	40	42	38
Multiple/No Response	4.26%	5.23%	4.12%	11	15	11
Total Enrollment				258	287	267

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	58	68	41
Grade 1	39	49	45
Grade 2	54	41	44
Grade3	25	54	38
Grade 4	38	29	54
Grade 5	44	46	26
Total Enrollment	258	287	267

Conclusions based on this data:

- Over the past three years, Briarwood Elementary School's enrollment data indicates no significant fluctuation in subgroup percentages, suggesting a stable demographic composition within the student population. This consistency allows the school to maintain focused and data-driven support for all student groups.
- While subgroup percentages have remained stable, overall enrollment has declined over the past two years. An informal analysis suggests that rising housing costs in the area may be a contributing factor, leading some families to relocate.

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	115	117	116	33.20%	44.6%	43.4%
Fluent English Proficient (FEP)	27	44	36	11.60%	10.5%	13.5%
Reclassified Fluent English Proficient (RFEP)	11	29	20	8.2%	4.3%	7.5%

Conclusions based on this data:

1. Despite a decline in overall enrollment over the past year, the percentage of English Learner (EL) students has remained consistent, ensuring that targeted supports continue to be a priority for Briarwood Elementary.
2. Last year, 75% of EL students made progress, reflecting a 37.7% increase from the previous year. This significant growth is attributed to Briarwood's schoolwide focus and effective implementation of designated English Language Development (dELD), which has strengthened language acquisition and academic success for EL students.

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	28	51	44	25	48	38	25	48	38	89.3	94.1	86.4
Grade 4	42	28	57	39	26	50	39	26	50	92.9	92.9	87.7
Grade 5	46	42	27	44	41	22	44	41	22	95.7	97.6	81.5
All Grades	116	121	128	108	115	110	108	115	110	93.1	95.0	85.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2478.	2416.	2458.	44.00	22.92	42.11	28.00	27.08	21.05	16.00	18.75	18.42	12.00	31.25	18.42
Grade 4	2453.	2470.	2444.	25.64	34.62	22.00	20.51	23.08	16.00	12.82	3.85	22.00	41.03	38.46	40.00
Grade 5	2462.	2510.	2503.	15.91	26.83	27.27	20.45	26.83	22.73	20.45	12.20	13.64	43.18	34.15	36.36
All Grades	N/A	N/A	N/A	25.93	26.96	30.00	22.22	26.09	19.09	16.67	13.04	19.09	35.19	33.91	31.82

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	*	20.83	23.68	*	56.25	57.89	*	22.92	18.42
Grade 4	17.95	*	14.00	64.10	*	62.00	17.95	*	24.00
Grade 5	18.18	29.27	*	47.73	58.54	*	34.09	12.20	*
All Grades	22.22	24.35	17.27	54.63	58.26	59.09	23.15	17.39	23.64

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	*	16.67	28.95	*	56.25	50.00	*	27.08	21.05
Grade 4	10.26	*	10.00	53.85	*	54.00	35.90	*	36.00
Grade 5	13.64	19.51	*	45.45	48.78	*	40.91	31.71	*
All Grades	14.81	19.13	17.27	52.78	49.57	54.55	32.41	31.30	28.18

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	*	12.50	15.79	*	62.50	76.32	*	25.00	7.89
Grade 4	17.95	*	12.00	71.79	*	70.00	10.26	*	18.00
Grade 5	11.36	12.20	*	63.64	78.05	*	25.00	9.76	*
All Grades	17.59	13.91	13.64	64.81	69.57	71.82	17.59	16.52	14.55

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	*	18.75	34.21	*	58.33	55.26	*	22.92	10.53
Grade 4	25.64	*	8.00	56.41	*	78.00	17.95	*	14.00
Grade 5	9.09	21.95	*	63.64	56.10	*	27.27	21.95	*
All Grades	22.22	22.61	20.91	58.33	53.91	68.18	19.44	23.48	10.91

Conclusions based on this data:

- Briarwood Elementary continues to focus on improving student writing skills, particularly in producing clear and purposeful writing. Over the past three years, writing achievement data shows gradual improvement, with a decrease in the percentage of students performing below standard and an increase in students meeting or exceeding standards in some grade levels.

Across all tested grades, the percentage of students below standard has decreased from 32.41% in 2021-22 to 28.18% in 2023-24, indicating positive momentum. Notably, Grade 3 showed the most significant growth, with the percentage of students above standard increasing from 16.67% in 2022-23 to 28.95% in 2023-24. However, fluctuations in performance across grade levels highlight the need for continued focus on writing instruction.

The school attributes this progress to enhanced writing instruction, targeted interventions, and professional development for teachers. Moving forward, Briarwood will continue refining its approach by focusing on explicit writing instruction, structured revision strategies, and increased opportunities for students to engage in both narrative and informational writing to ensure continued growth in writing proficiency.
- Briarwood Elementary is committed to strengthening students' ability to demonstrate understanding of literary and non-fictional texts. Over the past three years, data indicates steady progress in reading proficiency, with a majority of students performing at or near standard.

Across all tested grades, the percentage of students at or near standard has increased from 54.63% in 2021-22 to 59.09% in 2023-24, reflecting improved reading comprehension skills. Notably, Grade 5 showed significant growth,

with students above standard increasing from 18.18% in 2021-22 to 29.27% in 2022-23. Additionally, the percentage of students below standard declined overall, demonstrating progress in foundational literacy skills.

While these gains are promising, fluctuations across grade levels highlight the need for continued targeted reading instruction, differentiated support, and increased exposure to complex texts. Briarwood will continue to focus on structured reading interventions, small-group instruction, and comprehension strategies to ensure all students develop strong literacy skills essential for academic success.

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	28	51	44	26	49	43	26	49	43	92.9	96.1	97.7
Grade 4	42	28	57	41	26	55	41	26	55	97.6	92.9	96.5
Grade 5	46	42	27	43	42	27	43	42	27	93.5	100.0	100
All Grades	116	121	128	110	117	125	110	117	125	94.8	96.7	97.7

* 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	2479.	2432.	2443.	38.46	22.45	27.91	38.46	30.61	30.23	7.69	16.33	18.60	15.38	30.61	23.26
Grade 4	2448.	2493.	2454.	14.63	23.08	14.55	21.95	30.77	20.00	24.39	11.54	32.73	39.02	34.62	32.73
Grade 5	2478.	2507.	2492.	18.60	21.43	22.22	16.28	19.05	14.81	18.60	26.19	18.52	46.51	33.33	44.44
All Grades	N/A	N/A	N/A	21.82	22.22	20.80	23.64	26.50	22.40	18.18	18.80	24.80	36.36	32.48	32.00

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	*	22.45	34.88	*	40.82	41.86	*	36.73	23.26
Grade 4	24.39	*	14.55	39.02	*	54.55	36.59	*	30.91
Grade 5	20.93	23.81	*	44.19	52.38	*	34.88	23.81	*
All Grades	28.18	24.79	22.40	39.09	43.59	46.40	32.73	31.62	31.20

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	*	20.41	32.56	*	61.22	48.84	*	18.37	18.60
Grade 4	14.63	*	18.18	48.78	*	50.91	36.59	*	30.91
Grade 5	11.63	14.29	*	46.51	64.29	*	41.86	21.43	*
All Grades	16.36	19.66	24.00	51.82	58.12	48.80	31.82	22.22	27.20

Conclusions based on this data:

- Over the past three years, student performance has shown fluctuations, with some grade levels demonstrating gains while others experienced declines.

While the percentage of students meeting or exceeding standards has remained relatively stable, performance in Grade 3 improved from 22.45% in 2022-23 to 27.91% in 2023-24, indicating growth in foundational skills. However, Grade 4 saw a decrease in the percentage of students meeting or exceeding standards, dropping from 23.08% in 2022-23 to 14.55% in 2023-24. Similarly, Grade 5 experienced a slight decline from 21.43% to 22.22% in students exceeding standards, while the percentage of students not meeting standards increased from 33.33% to 44.44%.

To address these variations, Briarwood is committed to analyzing student performance data to identify gaps in learning, providing targeted interventions, and strengthening instructional strategies. A continued focus on writing across the curriculum, differentiated instruction, and professional development for teachers will support student growth and help close achievement gaps.
- Over the past three years, data shows fluctuations in student performance across grade levels, with some areas of improvement and others requiring additional focus.

Grade 3 demonstrated notable growth, with the percentage of students above standard increasing from 22.45% in 2022-23 to 34.88% in 2023-24, while the percentage below standard decreased from 36.73% to 23.26%. Grade 4, however, saw a decline, with students above standard dropping to 14.55% in 2023-24, though the percentage at or near standard improved to 54.55%. Similarly, Grade 5 showed improvements in students meeting or exceeding standards in 2022-23 but lacked sufficient data for 2023-24.

Across all grades, the percentage of students at or near standard has steadily increased, rising from 39.09% in 2021-22 to 46.40% in 2023-24, reflecting progress in problem-solving skills. However, the percentage of students above standard has declined from 28.18% in 2021-22 to 22.40% in 2023-24, highlighting a need for greater focus on deepening mathematical reasoning and analytical thinking.

To address these trends, Briarwood will continue to implement targeted interventions, integrate real-world problem-solving tasks, and provide professional development to strengthen instruction in mathematical reasoning. By reinforcing these skills, the school aims to support all students in developing confidence and proficiency in problem-solving and data analysis.

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	1424.8	1413.1	1380.3	1433.9	1417.8	1387.4	1403.6	1401.7	1363.9	36	30	40
1	1428.6	1435.9	1468.7	1435.5	1452.1	1466.5	1421.1	1419.2	1470.3	13	26	15
2	1470.2	1448.6	1455.4	1468.4	1463.4	1473.0	1471.4	1433.5	1437.3	25	13	23
3	*	1474.8	1428.1	*	1476.9	1433.5	*	1472.0	1422.2	10	21	17
4	1499.7	*	1471.1	1491.5	*	1469.9	1507.6	*	1471.7	18	8	26
5	1526.9	1495.9	1498.1	1520.6	1502.0	1499.5	1532.6	1489.3	1496.0	13	14	11
All Grades										115	112	132

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	10.00	12.50	33.33	40.00	7.50	30.56	33.33	52.50	19.44	16.67	27.50	36	30	40
1	0.00	11.54	6.67	38.46	30.77	66.67	30.77	30.77	26.67	30.77	26.92	0.00	13	26	15
2	12.00	7.69	21.74	36.00	38.46	26.09	36.00	23.08	34.78	16.00	30.77	17.39	25	13	23
3	*	14.29	17.65	*	33.33	23.53	*	33.33	29.41	*	19.05	29.41	*	21	17
4	16.67	*	23.08	44.44	*	38.46	11.11	*	7.69	27.78	*	30.77	18	*	26
5	23.08	21.43	9.09	30.77	21.43	36.36	46.15	42.86	36.36	0.00	14.29	18.18	13	14	11
All Grades	14.78	12.50	15.91	36.52	32.14	28.03	30.43	34.82	33.33	18.26	20.54	22.73	115	112	132

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	22.22	23.33	12.50	38.89	26.67	12.50	19.44	26.67	50.00	19.44	23.33	25.00	36	30	40
1	0.00	30.77	20.00	38.46	26.92	40.00	38.46	30.77	40.00	23.08	11.54	0.00	13	26	15
2	20.00	15.38	39.13	32.00	38.46	8.70	36.00	38.46	39.13	12.00	7.69	13.04	25	13	23
3	*	38.10	41.18	*	23.81	23.53	*	23.81	11.76	*	14.29	23.53	*	21	17
4	38.89	*	46.15	27.78	*	23.08	16.67	*	7.69	16.67	*	23.08	18	*	26
5	38.46	28.57	36.36	38.46	50.00	36.36	15.38	7.14	9.09	7.69	14.29	18.18	13	14	11
All Grades	24.35	27.68	30.30	34.78	31.25	20.45	25.22	25.89	30.30	15.65	15.18	18.94	115	112	132

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	3.33	10.00	27.78	43.33	10.00	38.89	40.00	50.00	25.00	13.33	30.00	36	30	40
1	0.00	3.85	6.67	7.69	23.08	53.33	61.54	26.92	33.33	30.77	46.15	6.67	13	26	15
2	16.00	0.00	8.70	28.00	38.46	26.09	20.00	15.38	39.13	36.00	46.15	26.09	25	13	23
3	*	0.00	17.65	*	19.05	17.65	*	52.38	35.29	*	28.57	29.41	*	21	17
4	5.56	*	15.38	33.33	*	30.77	33.33	*	15.38	27.78	*	38.46	18	*	26
5	15.38	7.14	9.09	7.69	0.00	0.00	61.54	64.29	63.64	15.38	28.57	27.27	13	14	11
All Grades	9.57	2.68	11.36	24.35	26.79	21.97	40.00	39.29	38.64	26.09	31.25	28.03	115	112	132

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	27.78	26.67	12.50	58.33	60.00	62.50	13.89	13.33	25.00	36	30	40
1	7.69	46.15	26.67	76.92	42.31	73.33	15.38	11.54	0.00	13	26	15
2	32.00	15.38	30.43	56.00	84.62	56.52	12.00	0.00	13.04	25	13	23
3	*	23.81	17.65	*	66.67	52.94	*	9.52	29.41	*	21	17
4	50.00	*	38.46	33.33	*	38.46	16.67	*	23.08	18	*	26
5	23.08	21.43	9.09	69.23	64.29	63.64	7.69	14.29	27.27	13	14	11
All Grades	31.30	28.57	22.73	55.65	60.71	56.82	13.04	10.71	20.45	115	112	132

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	22.22	20.00	10.00	52.78	56.67	47.50	25.00	23.33	42.50	36	30	40
1	7.69	15.38	20.00	53.85	65.38	66.67	38.46	19.23	13.33	13	26	15
2	12.00	23.08	34.78	80.00	61.54	52.17	8.00	15.38	13.04	25	13	23
3	*	38.10	35.29	*	33.33	41.18	*	28.57	23.53	*	21	17
4	22.22	*	34.62	61.11	*	34.62	16.67	*	30.77	18	*	26
5	53.85	57.14	63.64	30.77	28.57	18.18	15.38	14.29	18.18	13	14	11
All Grades	23.48	27.93	28.03	57.39	51.35	44.70	19.13	20.72	27.27	115	111	132

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	8.33	3.33	7.50	75.00	90.00	55.00	16.67	6.67	37.50	36	30	40
1	0.00	15.38	26.67	76.92	30.77	60.00	23.08	53.85	13.33	13	26	15
2	24.00	15.38	0.00	44.00	38.46	69.57	32.00	46.15	30.43	25	13	23
3	*	0.00	5.88	*	61.90	47.06	*	38.10	47.06	*	21	17
4	11.11	*	0.00	50.00	*	61.54	38.89	*	38.46	18	*	26
5	15.38	7.14	9.09	69.23	50.00	45.45	15.38	42.86	45.45	13	14	11
All Grades	12.17	8.04	6.82	62.61	57.14	57.58	25.22	34.82	35.61	115	112	132

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	33.33	62.07	25.00	33.33	24.14	40.00	33.33	13.79	35.00	36	29	40
1	0.00	3.85	6.67	61.54	65.38	93.33	38.46	30.77	0.00	13	26	15
2	16.00	0.00	13.04	60.00	61.54	56.52	24.00	38.46	30.43	25	13	23
3	*	4.76	11.76	*	85.71	58.82	*	9.52	29.41	*	21	17
4	11.11	*	30.77	61.11	*	46.15	27.78	*	23.08	18	*	26
5	7.69	0.00	18.18	92.31	85.71	54.55	0.00	14.29	27.27	13	14	11
All Grades	17.39	18.02	19.70	57.39	61.26	53.79	25.22	20.72	26.52	115	111	132

Conclusions based on this data:

1. Briarwood Elementary continues to focus on improving English language proficiency for English Learners (ELs) as measured by the ELPAC Summative Assessment. Over the past three years, data indicates fluctuations in student performance across grade levels, with some grades demonstrating growth in overall scale scores while others experienced declines, particularly in written language. Key Trends:

Kindergarten saw a decline in overall mean scale scores from 1424.8 in 2021-22 to 1380.3 in 2023-24, with the most significant drop in written language performance.

Grade 1 showed steady improvement, with the overall mean scale score increasing from 1428.6 in 2021-22 to 1468.7 in 2023-24, indicating strong language development in early grades.

Grade 5 maintained relatively stable scores in both oral and written language, demonstrating consistent language growth.

Written language performance declined in multiple grade levels, suggesting a need for targeted writing instruction within designated ELD.

To address these trends, Briarwood will continue to prioritize structured English language development (ELD) strategies, focus on written language instruction, and provide additional supports for EL students at all proficiency levels. Through ongoing data analysis, differentiated instruction, and professional development for teachers, the school aims to ensure continued language growth and academic success for English Learners.

2. Briarwood Elementary continues to support English Learners (ELs) in achieving language proficiency, as measured by the ELPAC Summative Assessment. Over the past three years, the data reveals fluctuations in student performance at various proficiency levels, with some gains at Level 4 but an overall increase in students at Levels 1 and 2 in certain grade levels. Key Observations:

Kindergarten saw a shift in performance, with a decrease in Level 3 students (40% in 2022-23 to 7.5% in 2023-24) and a corresponding increase in Level 2 students (52.5%), indicating a need for early foundational language support.

Grade 1 showed significant improvement, with Level 3 students increasing from 30.77% in 2022-23 to 66.67% in 2023-24, while no students scored at Level 1 this year, suggesting strong oral language growth.

Grade 2 demonstrated progress in Level 4 performance, rising from 7.69% in 2022-23 to 21.74% in 2023-24, though Level 1 percentages remain a concern.

Grade 5 showed a decline in Level 4 students (23.08% in 2021-22 to 9.09% in 2023-24) but an increase in Level 3 performance (36.36%), suggesting steady growth for some students while others need additional support.

Overall, across all grades, the percentage of students in Level 4 increased slightly from 12.50% in 2022-23 to 15.91% in 2023-24, but Level 1 and 2 percentages remain high, signaling a need for continued targeted instruction.

To support continued progress, Briarwood will focus on structured ELD instruction, additional intervention for students in Levels 1 and 2, and increased opportunities for academic language development in all content areas. Through teacher collaboration, data-driven instruction, and family engagement efforts, the school aims to ensure sustained language growth and successful reclassification rates for EL students.

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
267	46.1%	43.4%	0.0%
Total Number of Students enrolled in Briarwood 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	116	43.4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	123	46.1%
Students with Disabilities	31	11.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.6%
American Indian	2	0.7%
Asian	65	24.3%
Filipino	12	4.5%
Hispanic	132	49.4%
Two or More Races	11	4.1%
Pacific Islander	0	0.0%
White	38	14.2%

Conclusions based on this data:

1. Briarwood Elementary serves a diverse student population, with 46.1% of students classified as socioeconomically disadvantaged and 43.4% identified as English Learners. This highlights the need for targeted academic support,

equitable access to resources, and intentional strategies to promote language development and overall student achievement.

2. With nearly half of the student population being English Learners, Briarwood continues to prioritize designated and integrated English Language Development (ELD) instruction. The school is committed to implementing data-driven interventions, fostering family engagement, and providing professional development for teachers to support EL students in achieving language proficiency and academic success.

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  Red	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Blue		

Conclusions based on this data:

1. On the California School Dashboard, Chronic Absenteeism was identified as an area of concern for Briarwood Elementary, with an overall performance in the red category. Chronic absenteeism increased by 1.8% from the previous year, with 21.3% of students classified as chronically absent. Subgroups that experienced an increase in chronic absenteeism included Asian students, English Learners, socioeconomically disadvantaged students, and White students.

To address this issue, Briarwood is conducting a detailed analysis of attendance data at the individual level to identify patterns and trends. Through this analysis, we discovered that family vacations were the leading factor contributing to the increase in absenteeism. In response, the school is working on targeted strategies to communicate the impact of absences on student learning, increase family awareness, and provide support to encourage consistent attendance.

2. Last year, 75% of EL students made progress, reflecting a 37.7% increase from the previous year. This significant growth is attributed to Briarwood's schoolwide focus and effective implementation of designated English Language Development (dELD), which has strengthened language acquisition and academic success for EL students.

School and Student Performance Data

Academic Performance English Language Arts

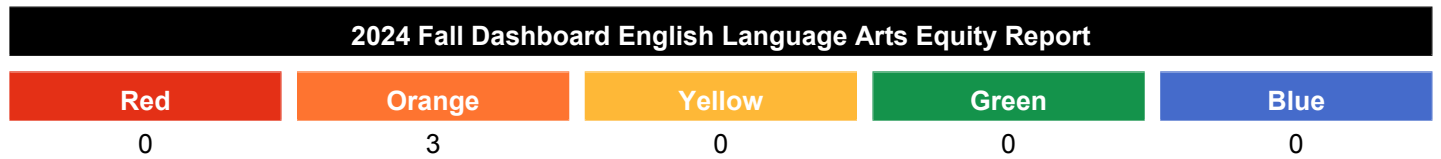
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This section provides number of student groups in each level.



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 4.7 points below standard Maintained 1.5 points 101 Students	English Learners  Orange 44.4 points below standard Declined 17.2 points 42 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 44.3 points below standard Declined 7.3 points 52 Students

Students with Disabilities  No Performance Color 66.8 points below standard Increased 33.0 points 20 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 39.9 points above standard Increased 18.1 points 16 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 41.5 points below standard Maintained 0.4 points 55 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 2.8 points below standard Declined 41.7 points 17 Students

Conclusions based on this data:

1. Briarwood's English Learner student group remains in the Orange performance level, scoring 44.4 points below standard, with a 17.2-point decline from the previous year. To address this, the school is strengthening its designated and integrated ELD instruction, implementing targeted interventions, and providing professional development for teachers to support language acquisition and academic achievement.
2. Hispanic students at Briarwood maintained their performance level in the Orange category, scoring 41.5 points below standard with minimal change from the previous year. This data underscores the need to enhance culturally responsive teaching practices, provide additional academic support, and foster stronger family engagement to support student learning and growth.
3. Socioeconomically disadvantaged students also remained in the Orange performance level, scoring 44.3 points below standard, with a 7.3-point decline. In response, Briarwood is expanding access to academic interventions, social-emotional learning supports, and community resources to ensure all students have equitable opportunities for success.

School and Student Performance Data

Academic Performance Mathematics

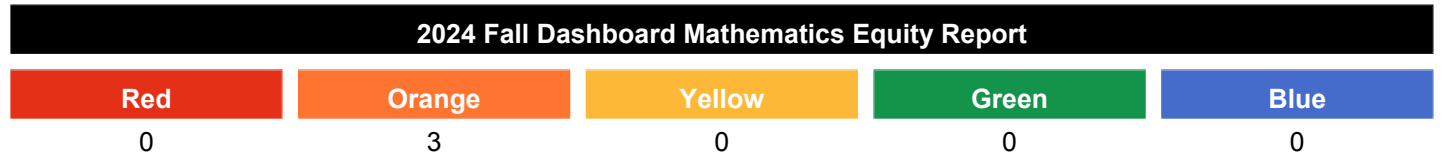
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 11.3 points below standard Declined 6.8 points 106 Students	English Learners  Orange 39.0 points below standard Declined 14.0 points 47 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 48.6 points below standard Declined 17.4 points 55 Students

Students with Disabilities  No Performance Color 66.0 points below standard Maintained 0.6 points 20 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 29.6 points above standard Declined 7.3 points 18 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 49.1 points below standard Maintained 1.6 points 58 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 19.8 points above standard Declined 13.3 points 17 Students

Conclusions based on this data:

1. Recently Reclassified English Learners and English Only students have demonstrated notable improvements in mathematics, with recently reclassified ELs increasing 15.8 points above standard and English Only students increasing 9.7 points. These positive trends will guide Briarwood's focus on scaling successful practices, such as increased academic support for ELs and differentiated instruction, to further boost performance across all student groups.
2. Current English Learners at Briarwood continue to struggle in mathematics, with a significant distance of 81.6 points below standard, maintaining a minimal change of -0.2 points from the previous year. To support this group, the school will intensify targeted interventions, enhance language support within math instruction, and utilize data to guide differentiated teaching strategies.
3. Briarwood Elementary's overall mathematics performance has shown a decline in distance from standard, with students scoring 11.3 points below standard in 2024, a shift from being 7.8 points above standard in 2019. This highlights the need for intensive mathematics intervention and increased instructional focus on foundational math skills to address gaps and improve student achievement.

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
75% making progress.	making progress.
Number Students: 72 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
0%	25%	0%	75%

Conclusions based on this data:

- In the 2024 Fall Dashboard, 75% of Briarwood's English Learners demonstrated progress by advancing at least one ELPI level, indicating the effectiveness of our targeted language development strategies and instructional practices. This success highlights the continued focus on intensive, individualized support to further boost language proficiency and academic success for all EL students.
- No students in the Long-Term English Learner category showed a decrease in their ELPI level, reinforcing that our efforts are focused on maintaining and improving progress for these students. Briarwood will continue to track and support these students with additional resources and specialized interventions to help them reach full language proficiency.

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  Red 21.3% Chronically Absent Increased 1.8 305 Students	English Learners  Red 25.9% Chronically Absent Increased 3.9 143 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 25.9% Chronically Absent Increased 2.7 147 Students

Students with Disabilities  Yellow 19% Chronically Absent Declined 0.5 42 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Red 24.4% Chronically Absent Increased 8.1 78 Students	Filipino  No Performance Color 16.7% Chronically Absent 0 12 Students	Hispanic  Red 21.5% Chronically Absent Maintained 0.4 149 Students
Two or More Races  No Performance Color 9.1% Chronically Absent Declined 4.2 11 Students	Pacific Islander  No Performance Color 0 Students	White  Red 20.5% Chronically Absent Increased 2.3 44 Students

Conclusions based on this data:

1. The data highlights a concerning increase in chronic absenteeism across several student groups, particularly among English Learners, Socioeconomically Disadvantaged students, and Hispanic students. The rising rates of absenteeism, especially in the red zone, indicate a need for targeted interventions to address barriers to attendance and support consistent engagement in school.
2. While the chronic absenteeism rates for Students with Disabilities and Two or More Races have seen slight improvements, the overall trend across multiple student groups underscores the importance of developing and implementing proactive strategies aimed at reducing absenteeism, fostering a culture of attendance, and ensuring equitable support for all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

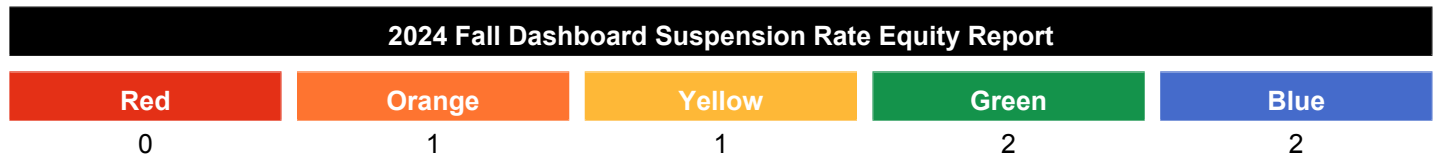
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This section provides number of student groups in each level.



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  Green 0.6% suspended at least one day Declined 0.4% 325 Students	English Learners  Yellow 1.3% suspended at least one day Maintained 0.2% 157 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 1.3% suspended at least one day Declined 0.4% 155 Students

Students with Disabilities  Orange 4.8% suspended at least one day Increased 0.5% 42 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 86 Students	Filipino  No Performance Color 8.3% suspended at least one day 12 Students	Hispanic  Green 0.6% suspended at least one day Declined 0.7% 159 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 45 Students

Conclusions based on this data:

1. The suspension rate for Briarwood's student population has decreased overall, with a significant reduction of 0.4% for all students, indicating the success of our proactive behavioral support systems. Notably, students from socioeconomically disadvantaged backgrounds and Hispanic students also saw declines in suspension rates, reflecting positive trends in school climate and student engagement.
2. While the suspension rate for English Learners (1.3%) remains in the yellow range, it has maintained a stable rate, showing that continued efforts are needed to support these students. The increase in suspension rates for Students with Disabilities (4.8%) highlights a critical area for attention, and Briarwood will focus on enhancing interventions and supports to reduce suspensions within this group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement - English Language Arts

Our students will demonstrate 4% growth, reducing the achievement gaps between higher and lower performing students, as measured by the ELA CAASPP assessment for 3-5 grades and iReady Reading diagnostic for K-2 grades.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement For All Students

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.

Gaps between student group achievement and overall student achievement in Language Arts, show a need to focus resources on students furthest from opportunity to improve outcomes for these students (see student group outcome data below for CAASPP and iReady).

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
(24-25) Third Diagnostic: K-2 iReady Standard Met (Reading)	Reading: 73% of Kinders Met or Exceeded Standard Reading: 48% of First Graders Met or Exceeded Standard Reading: 56% of Second Graders Met or Exceeded Standard	Reading: 75% of Kinders Will Meet or Exceed Standard Reading: 76% of First Graders Will Meet or Exceed Standard Reading: 51% of Second Graders Will Meet or Exceed Standard
(24-25) Third Diagnostic: 3-5 iReady Standard Met (Reading)	Reading: 54% of Third Grader Met or Exceeded Standard Reading: 46% of Fourth Graders Met or Exceeded Standard Reading: 47% of Fifth Graders Met or Exceeded Standard	Reading: 59% of Third Graders Will Meet or Exceed Standard Reading: 57% of Fourth Graders Will Meet or Exceed Standard Reading: 49% of Fifth Graders Will Meet or Exceed Standard
(24-25) Third Diagnostic: K-5 iReady Stretch Growth (Reading)	Reading: 27% of Students Made Stretch Growth	Reading: 30% of Students Will Make Stretch Growth
(23-24) End Of Year: 3-5 CAASPP Standard Met (ELA)	ELA: 47% Met or Exceeded Standard	(24-25) ELA: 50% Met or Exceeded 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	Supplemental Curriculum Resources Supplemental curriculum resources such as Scholastic News, library books, and classroom literature are used to enhance language arts achievement by providing engaging, standards-aligned materials that support reading comprehension, vocabulary development, and cross-curricular connections.	All Students	5000 Targeted Allocation 4000-4999: Books And Supplies Reference Materials (4210 00)
1.2	Classified Personnel Support Additional adult support in the form classroom assistance will be utilized to support unduplicated students in language arts by providing small group intervention and behavior monitoring.	Unduplicated Students	46,000 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA (2114 00)
1.3	Implementation Of Phonics Curriculum	All Students	
1.4	Implementation Of Readers and Writers Workshop	All Students	
1.5	Implementation Of Math Pacing Guides Aligned to CAASPP	All Students	
1.6	Program Licensing Program licensing resources are utilized to support unduplicated students in language arts by providing differentiated, data-driven instruction tailored to individual learning needs.	Unduplicated Students	2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Program Licensing (5846 00)

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 overall implementation of the strategies was effective, as evidenced by marked improvement in overall reading i-Ready scores in four of the six grade levels, indicating that the targeted activities positively impacted student achievement in language arts.

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

There were no major difference between the inteded implementatrn and the budgeted expenditures.

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.

While we will remain focused on phonics and dELD instruction a shift will come in analyzing our language arts instructional block; how time is being used, what instructional strategies are most successful, how technology is being used and how interventions (especially around writing) are being implemented.

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.

Equitable Social, Emotional Wellness and Behavioral Supports

All students will have equitable access to a safe, supportive, and inclusive school environment that fosters their social-emotional wellness and positive behavior through consistent, culturally responsive systems of support, as measured by improved student attendance rates, decreased behavior referrals/suspensions, and growth on SEL student surveys such as the California Healthy Kids Survey (CHKS).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable Social, Emotional Wellness and Behavioral Supports

All students will equitably receive the social-emotional and behavioral support they need to graduate as 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.

According to the California School Dashboard, Briarwood's overall rate of chronic absenteeism is 21%, with significantly higher rates among specific subgroups:

English Learners: 26%

Socioeconomically Disadvantaged (SED): 26%

Actions to be taken include: Implementation of Tiered Attendance Interventions, including attendance monitoring, parent conferences, and SARB processes.

Increased family communication and engagement, including personal outreach, multilingual communications, and attendance incentives.

Partnership with district support staff (e.g., social workers, attendance liaisons) to address barriers like transportation, health, or housing.

Teachers providing catch-up support for students returning after absences.

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
(23-24) CA Dashboard for Chronic Absenteeism Rate	26% EL Students Missing 10% or More Days of School 26% SED Students Missing 10% or More Days of School	17% EL Students Will Miss 10% or More Days of School (9% Decrease) 17% SED Student Will Miss 10% or More Days of School (9% Decrease)

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	Intervention And Enrichment Classes	Unduplicated Students	5,249 Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher Hourly (1113 00)
1.2	Co-Curricular Programs And Opportunities	Unduplicated Students	5,000 Targeted Allocation 4000-4999: Books And Supplies Classroom Supplies (4310 00) Targeted Allocation 5000-5999: Services And Other Operating Expenditures Contracted Services (5830 00)
1.3	Assemblies	Unduplicated Students	13,000 Targeted Allocation 5700-5799: Transfers Of Direct Costs Contracted Services (5830 00)
1.4	Student Incentives/Materials	Unduplicated Students	3,000 Targeted Allocation 4000-4999: Books And Supplies Student Incentive (4370 00) Targeted Allocation 4000-4999: Books And Supplies Classroom Supplies (4310 00)
1.5	SEL Resources	All Students	6,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures 5846 00 Licensing Agreement
1.6	Monitor Attendance Rates Montly/Use Cycle of Inquiry Process	All Students	

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.

While we have made efforts to implement targeted strategies to support progress toward the articulated goal, we have not been as effective as we would have liked. One significant barrier has been inconsistent student attendance. In particular, long-term absences due to family trips and vacations have disrupted student learning and continuity of support. Additionally, an increase in student health-related absences, including extended illnesses, has further impacted consistent participation in instructional activities

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

There have not been any differences between the intended implementation and the budgeted expenditures.

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.

To address challenges related to attendance, a new strategy focused on proactive family engagement around the importance of regular attendance has been added. This includes timely follow-up communication from administration when patterns of absenteeism emerge, as well as targeted outreach and support for families of students with chronic or extended absences.

Additionally, we will incorporate a progress monitoring system to better track student engagement and instructional continuity for students with frequent absences.

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 Learner Achievement

60% of our English Learners will show one level of growth on the ELPAC to meet or exceed state expectations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement for All Students

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.

English Learner Progress Indicator: 19 students are categorized as LTEL, a significant concern given the state target and the school's expectations for growth.

Performance Gaps: English Learners and Hispanic students continue to show significant performance gaps on the ELA SBAC assessments compared to their peers. Local writing assessments also reveal that EL students struggle with oral language development and academic vocabulary, impacting their writing proficiency. Data from local literacy screeners indicate that a substantial percentage of students in grades K–2 are not meeting benchmark levels in phonics, which correlates with low reading fluency and comprehension outcomes in upper grades.

To directly address these performance gaps and improve overall student achievement, the following actions are being implemented and/or enhanced:

Daily 30-Minute Phonics Instruction: Continue implementation of daily, explicit phonics instruction in grades K–2 to build foundational reading skills. Instruction is aligned with a structured literacy approach and includes decoding, encoding, and blending strategies.

Dedicated 30-Minute dELD Block: All EL students receive designated English Language Development (dELD) for 30 minutes daily, with a targeted focus on speaking and oral language production to improve performance on the ELPAC Speaking domain.

Focus on Oral Language in Phonics and dELD: Teachers are being trained and supported to integrate structured speaking opportunities in both phonics and dELD sessions. Strategies include sentence frames, choral response, think-pair-share, and structured academic conversations.

Enhanced Small Group Instruction: Teachers are expanding the use of targeted small group instruction within the classroom to differentiate based on language proficiency and academic need. These groups are informed by ongoing formative assessments.

Increased Access to Leveled and Bilingual Books: Classroom libraries are being supplemented with more leveled readers and bilingual books to ensure students have access to texts that support both reading development and language acquisition.

Progress Monitoring and Professional Development: Staff receive ongoing professional development in phonics, ELD strategies, and data-driven instruction. Regular progress monitoring is used to inform instruction and interventions, particularly for students in Tier 2 and Tier 3 support levels.

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
Data From 2023-2024 ELCAP	19 Students are catagorized LTEL	10 or fewer students will be catagorized as LTEL
End of Year Progresss	75% of EL Students made progress on the 23-24 Annual ELPAC	78% of EL Students will make progress on the 24-25 Annual ELPAC

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	Parent Involvement/Small Group Support/Assessment (ELSAT Support/Translator Services)	English Language Learners	2775 Targeted Allocation 2000-2999: Classified Personnel Salaries 2915 03 Classified Hourly 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries 2914 00 Translator
1.2	Provide Daily Structrued Time for English Language Development (dELD)	English Language Learners	
1.5			

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.

Our focus, collaboration efforts and strategies regarding EL achievement paid off - we saw a significant increase in EL achievement. We want to continue this trend and will not only continue the focuses put in place the last two years, but also focus on our literature blocks - increasing small group and intervention times.

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

There were no major differences between the inteded implementation and the budgeted expenditures.

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

We will focus on grade level literature blocks. Our focus will be to increase small group instruction, evaluate the usefulness of technology use and look at our writing standards.

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	\$89,024.00
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	\$89,024.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$89,024.00

Total of federal, state, and/or local funds for this school: \$89,024.00

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	89,024.0	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	89,024.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,249.00
2000-2999: Classified Personnel Salaries	49,775.00
4000-4999: Books And Supplies	13,000.00
5000-5999: Services And Other Operating Expenditures	8,000.00
5700-5799: Transfers Of Direct Costs	13,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	5,249.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	49,775.00
4000-4999: Books And Supplies	Targeted Allocation	13,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	8,000.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	13,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
53,000.00
32,249.00
3,775.00

School Site Council Membership

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

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

Name of Members	Role
Edna See-Pornel	Classroom Teacher
Susan Jezyk	Principal
Diane Handley	Other School Staff
Jemma Chaplin	Parent or Community Member
Guadalupe Inda Salazar	Parent or Community Member
Hilal Magat	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

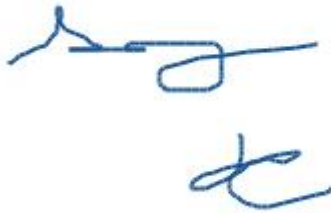
Committee or Advisory Group Name

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 4/29/25.

Attested:



Principal, Susan Jezyk on 4/29/25

SSC Chairperson, Jemma Culnane on 4/29/25