

School Year:

2025-26



# School Plan for Student Achievement (SPSA) Template

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

| School Name      | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------|-----------------------------------|--|---------------------------|
| Brookside School | 39685696111462                    | October 14, 2025                       | October 22, 2025          |

## Purpose and Description

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

Schoolwide Program  
Non-Title I school

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

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

The five goals detailed in the plan include:

Goal 1: Students in K-3rd grades will increase their ELA level proficiency levels, including students with disabilities, African American students, and English Language Learners. This will be measured by state testing in Grade 3 and will show a 10% growth from Fall to Spring on DIBELS (Amplify) and iReady. The actions and services in Goal 1 are focused primarily on providing our primary students with language arts instruction that is differentiated to meet the needs of our students. This includes using classroom routines and structures that support meaningful small group instruction and foster student independence. Teachers will consistently review data to ensure the small groups remain flexible and students will move throughout the year. K-3 teachers will also focus on using the

Wonders curriculum resources and tools from iReady to provide meaningful lessons during small group instruction time.

Goal 2: 3rd through 8th grade students will increase their ELA level proficiency levels, including students with disabilities, African American students, and English Language Learners. The percentage of 4th through 8th grade students able to read at grade level as measured by CAASPP will increase from the previous year and will show a 10% growth from Fall to Spring on iReady. This goal focuses on improving the reading comprehension skills of our 4th through 8th grade students. This will be achieved by implementing consistent reading routines through all content areas in each grade level. In addition, teachers will continue to use informative texts across all subject areas and explicitly teach note taking through graphic organizers while modeling reading routines.

Goal 3: The percentage of English Learners in reading and math at grade level will increase each year as we strive to close the achievement gap. The percentage of English learners reading and writing at grade level will increase from the previous year as measured by CAASPP and ELPAC and will show a 10% growth from Fall to Spring on iReady. The actions and services in Goal 3 are focused on improving the achievement of our English Learners in ELA by consistently providing integrated and designated ELD instruction from Kindergarten through 8th grade. Teachers will consistently implement the use of ELD strategies during all subject areas throughout the day.

Goal 4: The percentage of K-8th grade students meeting or exceeding grade level standards in mathematics will increase each year, including students with disabilities, African American students, and English Learners. The percentage of K-8th grade students meeting grade level standards in mathematics as measured by CAASPP will increase from the previous year and will show a 10% growth from Fall to Spring on iReady. This goal focuses on improving the achievement in math for all of our students by providing them with quality math instruction that includes the use of strategic small group instruction, rigorous curriculum and an emphasis on problem solving and student engagement.

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

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Students, parents, and teachers were surveyed in February 2025 for the Youth Truth survey. Within this survey they were asked an array of different questions such as: school communication, staff/student/peer relationships, school culture, engagement, and school safety. These results were reviewed with SSC, ELAC, and staff in order to address areas where we need improvement and will implement these changes for the upcoming school year.

## Classroom Observations

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

Classroom observations occurred regularly throughout the school year. Observations were scheduled, unscheduled, or in the form of walk-throughs that were conducted by both the Principal and Assistant Principal. Observations were followed up with written feedback covering the objectives, summary of the lesson, and suggestions for improvement. Some informal meetings with teachers were held to discuss where instructional improvements should be implemented.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

Teachers were provided with ongoing opportunities that would support their instructional needs within the classroom through professional learning and trainings in the areas of ELA, Math, Science, and ELD. Trainings are offered either during school or after school hours where teachers could timesheet for their personal time. Content experts are provided through the district by our district Director of Instructional Services.

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

Teachers are given time on early release days (Mondays) to work with their site grade level teams to collaborate, review data, set goals, and plan instruction throughout the school year. Once a month, teachers meet for district wide collaboration days where they focused on ELA target standards and developed common benchmark assessments. These assessments will be implemented this coming year. Teachers will then meet in data review sessions to analyze student outcomes and determine targeted supports and flexible groupings. Also in the 25-26 school year, teachers will use their district wide collaboration days to focus on Math target standards and develop math benchmark assessments for the 26-27 school year.

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

Three different parent groups PTSA, SSC, and ELAC provide input and feedback on our school plan. Meetings to discuss the school plan occurred in the spring and fall of 2025. Leadership meetings are held regularly in order to discuss school plans, review data, address concerns and to bring back grade level decisions to our meetings. Student council and student leadership meet regularly to address student needs and concerns and continuously keep an open-line of communication with Administration.

## Funding

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

Brookside has a full-time Bilingual Interpreter who regularly meets with our English Learners in order to provide extra support in ELA and Math, and is our home/school liaison to support our Spanish speaking families.

Fiscal support (EPC)

Brookside is not a Title I school.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The input for the school plan was received at the following educational partner meetings: School Site Council, English Learner Advisory Committee, Staff Meetings, Leadership team meetings and PTSA Board Meetings. At each meeting, the data analysis (student achievement) was presented and followed up by group discussion to gather feedback and input. Meetings to discuss the school plan occurred during the spring and September and October of 2025. Approval of the SPSA occurred on October 14, 2025.

## Resource Inequities

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

Students requiring intervention support in both math and language arts must have opportunities to access both. This was challenging due to not having a reading intervention teacher in the 2024-2025 school year. Teachers were required to consistently review data and create flexible, small groups in both Language Arts and Math. Brookside has hired a reading intervention teacher for the 2025-2026 school year to support this area of need.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Brookside 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 |       |       |
|                                | 22-23                 | 23-24  | 24-25  | 22-23              | 23-24 | 24-25 |
| American Indian                | 0.41%                 | 0.39%  | 0.39%  | 3                  | 3     | 3     |
| African American               | 7.93%                 | 7.62%  | 7.94%  | 58                 | 58    | 61    |
| Asian                          | 21.2%                 | 19.71% | 20.18% | 155                | 150   | 155   |
| Filipino                       | 6.02%                 | 5.65%  | 5.08%  | 44                 | 43    | 39    |
| Hispanic/Latino                | 30.92%                | 34.56% | 34.77% | 226                | 263   | 267   |
| Pacific Islander               | 0.41%                 | 0.53%  | 0.26%  | 3                  | 4     | 2     |
| White                          | 26.4%                 | 23.52% | 22.14% | 193                | 179   | 170   |
| Two or More Races              | 6.02%                 | 7.10%  | 7.81%  | 44                 | 54    | 60    |
| Not Reported                   | 0.68%                 | 0.92%  | 1.43%  | 5                  | 7     | 11    |
| <b>Total Enrollment</b>        |                       |        |        | 731                | 761   | 768   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Transitional Kindergarten         |                    | 24    | 23    |
| Kindergarten                      | 71                 | 71    | 77    |
| Grade 1                           | 78                 | 72    | 74    |
| Grade 2                           | 73                 | 72    | 72    |
| Grade3                            | 85                 | 71    | 72    |
| Grade 4                           | 90                 | 96    | 89    |
| Grade 5                           | 89                 | 92    | 95    |
| Grade 6                           | 96                 | 92    | 95    |
| Grade 7                           | 75                 | 86    | 84    |
| Grade 8                           | 74                 | 86    | 87    |
| <b>Total Enrollment</b>           | 731                | 761   | 768   |

**Conclusions based on this data:**

1. Our overall Hispanic population at Brookside has increased.
2. Overall student enrollment has increased by 37 students from 22-23.
3. We have maintained or increased our overall enrollment across all grades.

# 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 |       |       |
|                                 | 22-23              | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 |
| English Learners                | 73                 | 78    | 64    | 10.0%               | 10.2% | 8.3%  |
| Fluent English Proficient (FEP) | 70                 | 74    | 86    | 9.6%                | 9.7%  | 11.2% |

### Conclusions based on this data:

1. We had a decrease in the number of English Learners from 23-24 to 24-25.
2. The percentage of students identified as FEP increased by almost 2%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

| 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                              | 2460.            | 2455. | 2479. | 37.50               | 34.88 | 46.48 | 23.86          | 27.91 | 19.72 | 27.27                 | 19.77 | 21.13 | 11.36              | 17.44 | 12.68 |
| Grade 4                              | 2516.            | 2493. | 2509. | 44.32               | 38.20 | 44.79 | 28.41          | 21.35 | 22.92 | 13.64                 | 24.72 | 13.54 | 13.64              | 15.73 | 18.75 |
| Grade 5                              | 2511.            | 2531. | 2508. | 26.32               | 29.67 | 26.88 | 23.16          | 31.87 | 25.81 | 26.32                 | 21.98 | 22.58 | 24.21              | 16.48 | 24.73 |
| Grade 6                              | 2585.            | 2553. | 2579. | 37.78               | 22.11 | 36.56 | 42.22          | 41.05 | 35.48 | 11.11                 | 25.26 | 16.13 | 8.89               | 11.58 | 11.83 |
| Grade 7                              | 2626.            | 2625. | 2565. | 41.10               | 40.54 | 20.24 | 39.73          | 43.24 | 41.67 | 15.07                 | 10.81 | 23.81 | 4.11               | 5.41  | 14.29 |
| Grade 8                              | 2634.            | 2620. | 2598. | 36.99               | 33.78 | 21.52 | 38.36          | 40.54 | 44.30 | 20.55                 | 17.57 | 17.72 | 4.11               | 8.11  | 16.46 |
| All Grades                           | N/A              | N/A   | N/A   | 37.08               | 32.81 | 32.75 | 32.15          | 33.99 | 31.59 | 19.13                 | 20.43 | 18.99 | 11.64              | 12.77 | 16.67 |

| Reading<br>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  | 22.73            | 25.58 | 38.03 | 67.05                 | 60.47 | 52.11 | 10.23            | 13.95 | 9.86  |
| Grade 4  | 35.23            | 26.97 | 30.21 | 59.09                 | 61.80 | 60.42 | 5.68             | 11.24 | 9.38  |
| Grade 5  | 20.00            | 30.77 | 22.58 | 61.05                 | 59.34 | 58.06 | 18.95            | 9.89  | 19.35 |
| Grade 6  | 32.22            | 22.11 | 34.41 | 57.78                 | 63.16 | 53.76 | 10.00            | 14.74 | 11.83 |
| Grade 7  | 30.14            | 29.73 | 22.62 | 61.64                 | 63.51 | 59.52 | 8.22             | 6.76  | 17.86 |
| Grade 8  | 34.25            | 21.62 | 22.78 | 57.53                 | 66.22 | 60.76 | 8.22             | 12.16 | 16.46 |
| All Grades   | 28.80            | 26.13 | 28.29 | 60.75                 | 62.28 | 57.56 | 10.45            | 11.59 | 14.15 |

| Writing<br>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   | 28.41            | 32.56 | 32.39 | 56.82                 | 55.81 | 54.93 | 14.77            | 11.63 | 12.68 |
| Grade 4   | 34.09            | 22.47 | 29.17 | 51.14                 | 61.80 | 52.08 | 14.77            | 15.73 | 18.75 |
| Grade 5   | 24.21            | 29.67 | 24.73 | 57.89                 | 61.54 | 52.69 | 17.89            | 8.79  | 22.58 |
| Grade 6   | 30.00            | 13.68 | 38.04 | 60.00                 | 69.47 | 54.35 | 10.00            | 16.84 | 7.61  |
| Grade 7   | 54.79            | 55.41 | 32.14 | 38.36                 | 36.49 | 51.19 | 6.85             | 8.11  | 16.67 |
| Grade 8   | 56.16            | 45.95 | 40.51 | 35.62                 | 45.95 | 44.30 | 8.22             | 8.11  | 15.19 |
| All Grades  | 36.69            | 32.02 | 32.62 | 50.89                 | 56.19 | 51.65 | 12.43            | 11.79 | 15.73 |

| Listening<br>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   | 18.18            | 17.44 | 23.94 | 76.14                 | 65.12 | 67.61 | 5.68             | 17.44 | 8.45  |
| Grade 4   | 18.18            | 8.99  | 16.67 | 68.18                 | 80.90 | 71.88 | 13.64            | 10.11 | 11.46 |
| Grade 5   | 17.89            | 17.58 | 15.05 | 75.79                 | 71.43 | 68.82 | 6.32             | 10.99 | 16.13 |
| Grade 6   | 16.67            | 21.05 | 27.96 | 77.78                 | 73.68 | 66.67 | 5.56             | 5.26  | 5.38  |
| Grade 7   | 28.77            | 22.97 | 11.90 | 68.49                 | 75.68 | 71.43 | 2.74             | 1.35  | 16.67 |
| Grade 8   | 20.55            | 18.92 | 15.19 | 73.97                 | 77.03 | 73.42 | 5.48             | 4.05  | 11.39 |
| All Grades  | 19.72            | 17.68 | 18.41 | 73.57                 | 73.87 | 69.96 | 6.71             | 8.45  | 11.63 |

| Research/Inquiry<br>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  | 27.27            | 23.26 | 25.35 | 69.32                 | 58.14 | 69.01 | 3.41             | 18.60 | 5.63  |
| Grade 4  | 25.00            | 15.73 | 35.42 | 68.18                 | 75.28 | 54.17 | 6.82             | 8.99  | 10.42 |
| Grade 5  | 18.95            | 25.27 | 18.28 | 61.05                 | 67.03 | 66.67 | 20.00            | 7.69  | 15.05 |
| Grade 6  | 36.67            | 25.26 | 27.96 | 53.33                 | 65.26 | 63.44 | 10.00            | 9.47  | 8.60  |
| Grade 7  | 38.36            | 41.89 | 25.00 | 56.16                 | 52.70 | 60.71 | 5.48             | 5.41  | 14.29 |
| Grade 8  | 31.51            | 36.49 | 24.05 | 65.75                 | 56.76 | 67.09 | 2.74             | 6.76  | 8.86  |
| All Grades   | 29.19            | 27.31 | 26.16 | 62.33                 | 63.06 | 63.18 | 8.48             | 9.63  | 10.66 |

**Conclusions based on this data:**

1. During the 23-24 school year there were 516 students that participated in ELA CAASPP testing, this was an increase of .2% from the previous year.
2. In 23-24, about 63% of students in grades 3-8 were meeting or exceeding grade level standards on the ELA CAASPP test.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| <b>Problem Solving &amp; Modeling/Data Analysis</b>   |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>                 | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> |
| <b>Grade 3</b>  | 38.64                   | 36.05        | 40.00        | 53.41                        | 44.19        | 52.86        | 7.95                    | 19.77        | 7.14         |
| <b>Grade 4</b>  | 31.46                   | 26.97        | 28.13        | 52.81                        | 50.56        | 46.88        | 15.73                   | 22.47        | 25.00        |
| <b>Grade 5</b>  | 25.26                   | 27.47        | 15.05        | 56.84                        | 54.95        | 58.06        | 17.89                   | 17.58        | 26.88        |
| <b>Grade 6</b>  | 29.67                   | 16.84        | 25.81        | 54.95                        | 64.21        | 53.76        | 15.38                   | 18.95        | 20.43        |
| <b>Grade 7</b>  | 24.66                   | 45.95        | 24.71        | 65.75                        | 43.24        | 54.12        | 9.59                    | 10.81        | 21.18        |
| <b>Grade 8</b>  | 32.88                   | 31.51        | 29.49        | 49.32                        | 53.42        | 51.28        | 17.81                   | 15.07        | 19.23        |
| <b>All Grades</b>   | 30.45                   | 30.12        | 26.60        | 55.40                        | 52.17        | 52.82        | 14.15                   | 17.72        | 20.58        |

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

**Conclusions based on this data:**

1. In 23-24, about 55% of students in grades 3-8 were meeting or exceeding standards on the CAASPP for math.
2. In 23-24, the number of students in grades 3-8 were meeting or exceeding standards on the CAASPP went down by 1.56%.

# School and Student Performance Data

## ELPAC Results

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

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K   | *       | 20.00 | 6.25  | *       | 26.67 | 37.50 | *       | 40.00 | 25.00 | *       | 13.33 | 31.25 | *                        | 15    | 16    |
| 1   | *       | *     | 6.67  | *       | *     | 40.00 | *       | *     | 33.33 | *       | *     | 20.00 | *                        | *     | 15    |
| 2   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 3   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 6   | *       | 36.36 | *     | *       | 54.55 | *     | *       | 9.09  | *     | *       | 0.00  | *     | *                        | 11    | *     |
| 7   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 8   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | 38.18   | 26.56 | 16.95 | 36.36   | 42.19 | 40.68 | 21.82   | 20.31 | 22.03 | 3.64    | 10.94 | 20.34 | 55                       | 64    | 59    |

| Oral Language<br>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 |
| <b>K</b>   | *       | 26.67 | 6.25  | *       | 20.00 | 37.50 | *       | 40.00 | 37.50 | *       | 13.33 | 18.75 | *                        | 15    | 16    |
| <b>1</b>   | *       | *     | 13.33 | *       | *     | 26.67 | *       | *     | 33.33 | *       | *     | 26.67 | *                        | *     | 15    |
| <b>2</b>   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>3</b>   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>4</b>   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>5</b>   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>6</b>   | *       | 54.55 | *     | *       | 36.36 | *     | *       | 9.09  | *     | *       | 0.00  | *     | *                        | 11    | *     |
| <b>7</b>   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>8</b>   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>All Grades</b>  | 43.64   | 37.50 | 23.73 | 38.18   | 39.06 | 30.51 | 16.36   | 14.06 | 28.81 | 1.82    | 9.38  | 16.95 | 55                       | 64    | 59    |

| Written Language<br>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 |
| <b>K</b>  |         | 13.33 | 12.50 |         | 40.00 | 40.00 |         | 40.00 | 40.00 |         | 6.67  | 6.67  |                          | 15    | 15    |
| <b>1</b>  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| <b>2</b>  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| <b>3</b>  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| <b>4</b>  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| <b>5</b>  |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| <b>6</b>  | *       | 9.09  | 9.09  | *       | 45.45 | 45.45 | *       | 45.45 | 45.45 | *       | 0.00  | 0.00  | *                        | 11    | 11    |
| <b>7</b>  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>8</b>  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>All Grades</b>   | 23.64   | 15.63 | 15.63 | 29.09   | 35.94 | 35.94 | 32.73   | 35.94 | 35.94 | 14.55   | 12.50 | 12.50 | 55                       | 64    | 64    |

| Listening Domain<br>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 |
| <b>K</b>  | *              | 13.33 | 6.25  | *                   | 73.33 | 81.25 | *         | 13.33 | 12.50 | *                        | 15    | 16    |
| <b>1</b>  | *              | *     | 13.33 | *                   | *     | 60.00 | *         | *     | 26.67 | *                        | *     | 15    |
| <b>2</b>  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>3</b>  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>4</b>  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>5</b>  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>6</b>  | *              | 18.18 | *     | *                   | 81.82 | *     | *         | 0.00  | *     | *                        | 11    | *     |
| <b>7</b>  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>8</b>  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>All Grades</b>   | 38.18          | 21.88 | 23.73 | 56.36               | 68.75 | 61.02 | 5.45      | 9.38  | 15.25 | 55                       | 64    | 59    |

| Speaking Domain<br>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 |
| <b>K</b>   | *              | 26.67 | 18.75 | *                   | 60.00 | 50.00 | *         | 13.33 | 31.25 | *                        | 15    | 16    |
| <b>1</b>   | *              | *     | 0.00  | *                   | *     | 80.00 | *         | *     | 20.00 | *                        | *     | 15    |
| <b>2</b>   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>3</b>   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>4</b>   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>5</b>   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>6</b>   | *              | 72.73 | *     | *                   | 27.27 | *     | *         | 0.00  | *     | *                        | 11    | *     |
| <b>7</b>   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>8</b>   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| <b>All Grades</b>  | 58.18          | 53.13 | 27.12 | 38.18               | 37.50 | 50.85 | 3.64      | 9.38  | 22.03 | 55                       | 64    | 59    |

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

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

**Conclusions based on this data:**

1. In 23-24, we had a total of 59 students take the ELPAC, with our largest number of students being from Kinder and 1st grade.
2. In 23-24, we had 40% of our English Learners score a Level 3 and 17% of English Learners score a Level 4.

# 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  |
| 761  | 49.4%  | 10.2%  | 0.5%  |
| Total Number of Students enrolled in Brookside School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 78    | 10.2%      |
| Foster Youth                                      | 4     | 0.5%       |
| Homeless  | 25    | 3.3%       |
| Socioeconomically Disadvantaged                   | 376   | 49.4%      |
| Students with Disabilities                        | 68    | 8.9%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 58    | 7.6%       |
| American Indian              | 3     | 0.4%       |
| Asian                        | 150   | 19.7%      |
| Filipino                     | 43    | 5.7%       |
| Hispanic                     | 263   | 34.6%      |
| Two or More Races            | 54    | 7.1%       |
| Pacific Islander             | 4     | 0.5%       |
| White                        | 179   | 23.5%      |

### Conclusions based on this data:

1. In 23-24 the Hispanic population continued to represent the largest student population of our site, making up 34.6% of the school population.

2. In 21-22, about 30% of our site population was socioeconomically disadvantaged and in 23-24 the percentage increased to 49.4%. This was nearly a 20% increase.

# 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.

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### 2024 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement  | Conditions & Climate  |
|--|--|---|
| <b>English Language Arts</b><br><br>Green      | <b>Chronic Absenteeism</b><br><br>Yellow | <b>Suspension Rate</b><br><br>Green |
| <b>Mathematics</b><br><br>Green               |  |   |
| <b>English Learner Progress</b><br><br>Orange |  |   |

#### Conclusions based on this data:

1. In 23-24, the academic performance in both ELA and Math on the CAASPP continues to be in the green (high).
2. In 23-24, the status of our English Learner population progress did decrease to orange on the dashboard..

# 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.

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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 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                                     |   |  |
|--|---|--|
| <p><b>All Students</b></p> <p>Green</p> <p>32.4 points above standard</p> <p>Declined 6.0 points</p> <p>503 Students</p> | <p><b>English Learners</b></p> <p>Yellow</p> <p>1.4 points above standard</p> <p>Declined 6.3 points</p> <p>53 Students</p> | <p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>51.8 points below standard</p> <p>13 Students</p>                    |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>                    | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>46.2 points below standard</p> <p>14 Students</p>                     | <p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>6.0 points above standard</p> <p>Declined 10.9 points</p> <p>255 Students</p> |

|  |   |  |
|--|---|--|
| <p><b>Students with Disabilities</b></p>  <p>Red</p> <p>90.4 points below standard</p> <p>Declined 14.2 points</p> <p>48 Students</p> | <p><b>African American</b></p>  <p>Orange</p> <p>15.1 points below standard</p> <p>Declined 27.4 points</p> <p>36 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>              |
| <p><b>Asian</b></p>  <p>Blue</p> <p>76.9 points above standard</p> <p>Maintained 0.8 points</p> <p>112 Students</p>                   | <p><b>Filipino</b></p>  <p>Green</p> <p>58.4 points above standard</p> <p>Declined 7.7 points</p> <p>34 Students</p>           | <p><b>Hispanic</b></p>  <p>Yellow</p> <p>2.2 points above standard</p> <p>Declined 3.6 points</p> <p>151 Students</p> |
| <p><b>Two or More Races</b></p>  <p>Green</p> <p>15.5 points above standard</p> <p>Declined 33.3 points</p> <p>32 Students</p>        | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>                     | <p><b>White</b></p>  <p>Green</p> <p>36.1 points above standard</p> <p>Maintained 2.1 points</p> <p>132 Students</p>  |

**Conclusions based on this data:**

1. In 23-24, of our 36 African American students, they performed 15 points below standard. This is a decrease from the previous year.
2. In 23-24, other races/ethnicities performed above the standard in ELA; however out of those populations we saw a decrease in points with our Hispanic, Filipino, and Two or More Races.
3. In 23-24, our students with disabilities population are performing far below standard and are scoring Red.

# School and Student Performance Data

## Academic Performance Mathematics

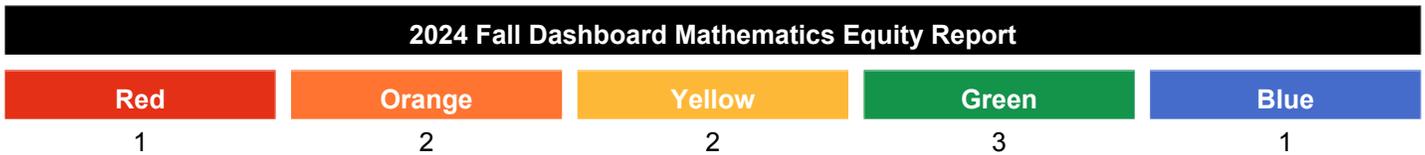
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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   |   |  |
|--|---|--|
| <p><b>All Students</b></p> <p>Green</p> <p>11.9 points above standard</p> <p>Declined 6.4 points</p> <p>502 Students</p> | <p><b>English Learners</b></p> <p>Yellow</p> <p>22.9 points below standard</p> <p>Declined 16.0 points</p> <p>53 Students</p> | <p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>115.3 points below standard</p> <p>13 Students</p>                   |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>                    | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>62.9 points below standard</p> <p>14 Students</p>                       | <p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>25.0 points below standard</p> <p>Declined 9.1 points</p> <p>254 Students</p> |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p>  <p>Red</p> <p>106.9 points below standard</p> <p>Declined 12.6 points</p> <p>48 Students</p> | <p><b>African American</b></p>  <p>Orange</p> <p>65.5 points below standard</p> <p>Declined 12.8 points</p> <p>36 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>                |
| <p><b>Asian</b></p>  <p>Blue</p> <p>72.4 points above standard</p> <p>Maintained 1.2 points</p> <p>111 Students</p>                    | <p><b>Filipino</b></p>  <p>Green</p> <p>31.9 points above standard</p> <p>Maintained 2.2 points</p> <p>34 Students</p>         | <p><b>Hispanic</b></p>  <p>Orange</p> <p>29.5 points below standard</p> <p>Declined 15.6 points</p> <p>151 Students</p> |
| <p><b>Two or More Races</b></p>  <p>Green</p> <p>5.4 points above standard</p> <p>Declined 18.0 points</p> <p>32 Students</p>          | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>                     | <p><b>White</b></p>  <p>Green</p> <p>26.4 points above standard</p> <p>Increased 6.0 points</p> <p>131 Students</p>     |

**Conclusions based on this data:**

1. Based on the data, in 23-24 our African American and Hispanic population are performing below the standard in Math. Both groups saw a decline last year.
2. In 23-24, the Asian and White population are performing several points above the standard in Math. Asian students maintained and White students had a slight increase as compared to the previous year.
3. In 23-24, our students with disabilities are performing well below level, demonstrated a decrease in growth, and are scoring in the Red.

# 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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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  |   |
|---|---|
| <b>English Learner Progress</b><br><br>Orange<br>54.8 points above standard making progress.<br>Number Students: 42 Students | <b>Long-Term English Learner Progress</b><br><br>No Performance Color<br>making progress.<br>Number Students: 7 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 |   |                                |   |
|--|---|--------------------------------|---|
| <b>Decreased One ELPI Level</b>                                  | <b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> | <b>Maintained ELPI Level 4</b> | <b>Progressed At Least One ELPI Level</b> |
| 8  | 11  | 1                              | 21  |

### Conclusions based on this data:

- In 23-24, Brookside had 21 EL students move up at least one level.
- In 23-24, 12 EL students maintained their performance level and 8 students decreased a level. English Learner progress is in the Orange.



# 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  |  |   |
|---|--|---|
| <p><b>All Students</b></p>  <p>Yellow</p> <p>12.9% Chronically Absent</p> <p>Declined 5</p> <p>788 Students</p>                          | <p><b>English Learners</b></p>  <p>Orange</p> <p>22% Chronically Absent</p> <p>Declined 10.1</p> <p>82 Students</p>       | <p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>7.1% Chronically Absent</p> <p>0</p> <p>14 Students</p>     |
| <p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p><b>Homeless</b></p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Declined 25</p> <p>27 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>18.5% Chronically Absent</p> <p>Declined 8.6</p> <p>399 Students</p> |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>21.8% Chronically Absent</p> <p>Declined 6.7</p> <p>87 Students</p> | <p><b>African American</b></p>  <p>Red</p> <p>21.9% Chronically Absent</p> <p>Maintained 0</p> <p>64 Students</p>                            | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> |
| <p><b>Asian</b></p>  <p>Yellow</p> <p>7.2% Chronically Absent</p> <p>Maintained 0.4</p> <p>153 Students</p>                    | <p><b>Filipino</b></p>  <p>Green</p> <p>4.7% Chronically Absent</p> <p>Declined 15.8</p> <p>43 Students</p>                                  | <p><b>Hispanic</b></p>  <p>Yellow</p> <p>17.9% Chronically Absent</p> <p>Declined 9.4</p> <p>274 Students</p>                               |
| <p><b>Two or More Races</b></p>  <p>Orange</p> <p>18.8% Chronically Absent</p> <p>Increased 8.8</p> <p>64 Students</p>         | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p><b>White</b></p>  <p>Green</p> <p>7.1% Chronically Absent</p> <p>Declined 8.3</p> <p>183 Students</p>                                    |

**Conclusions based on this data:**

1. We had 788 students enrolled at Brookside. 12.9% of those students were chronically absent.
2. Our largest population that was chronically absent was our Homeless and English Learner students.
3. 22% of our English Learners were chronically absent.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

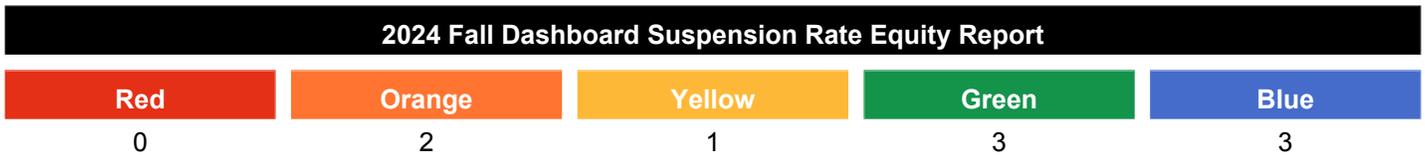
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This section provides number of student groups in each level.



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  |   |   |
|---|---|---|
| <p><b>All Students</b></p> <p>Green</p> <p>0.9% suspended at least one day</p> <p>Declined 0.4%</p> <p>795 Students</p>                 | <p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.2%</p> <p>84 Students</p>           | <p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 9.1%</p> <p>14 Students</p> |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>7.4% suspended at least one day</p> <p>Declined 0.3%</p> <p>27 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 0.7%</p> <p>402 Students</p>        |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>5.6% suspended at least one day</p> <p>Declined 0.5%</p> <p>89 Students</p> | <p><b>African American</b></p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 1.5%</p> <p>66 Students</p>                  | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> |
| <p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>153 Students</p>                         | <p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 4.5%</p> <p>43 Students</p>                             | <p><b>Hispanic</b></p>  <p>Green</p> <p>0.7% suspended at least one day</p> <p>Declined 0.9%</p> <p>278 Students</p>                        |
| <p><b>Two or More Races</b></p>  <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6%</p> <p>64 Students</p>         | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p><b>White</b></p>  <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 0.6%</p> <p>184 Students</p>                         |

**Conclusions based on this data:**

1. In 23-24, our African American population suspension rate showed a decline of 1.5%.
2. In 23-24, our suspension rates for our students with disabilities decreased by .5%.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

## Goal 1

Goal 1: Students in K-3rd grades will increase their ELA level proficiency levels, including students with disabilities, African American students, and English Language Learners.

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome  |
|--|---|---|
| Percentage of grade 3 students meeting or exceeding standards CAASPP ELA       | 2025 CAASPP data:<br>Grade 3: 62%   | 2026 CAASPP:<br>Grade 3: 67%  |
| Percentage of students at or above benchmark in BOY DIBELS in grades 1st - 3rd | Fall 2025:<br>Kinder: 59%<br>Grade 1: 58%<br>Grade 2: 62%<br>Grade 3: 75% | Spring 2026:<br>Kinder: 69%<br>Grade 1: 68%<br>Grade 2: 72%<br>Grade 3: 85% |
| Percentage of students at or above grade level in iReady in grades K - 3rd     | Fall of 2025:<br>Grade 1: 18%<br>Grade 2: 24%<br>Grade 3: 52%             | Spring of 2026:<br>1st grade: 28%<br>2nd grade: 34%<br>3rd grade: 62%       |

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students in Kinder through 3rd grade

### Strategy/Activity

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

needs of all students and will frequently monitor student progress through use of the Wonders curriculum and DIBELS.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

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

All students in Kinder through 3rd grade

### **Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## **Strategy/Activity 3**

### **Students to be Served by this Strategy/Activity**

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

All students in Kinder through 3rd grade

### **Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students and teachers

### Strategy/Activity

1.4 Brookside teachers will engage in the district LEAP work in order to close the achievement gap. Cycle Assessments will be administered five times throughout the year based on target standards. Data from these assessments will be analyzed during Data Review Sessions. Targeted skills and standards will be taught with the help of a Reading Intervention teacher during grade level Ladder time.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

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

## ANALYSIS

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

For Action Item 1.1, Kinder-3rd grade teachers emphasized a stronger focus on the five foundational reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. K-2 grade teachers also used the Heggerty phonemic awareness books daily for phonemic practice. Action Item 1.2 was successful due to teachers working in grade level teams to review their data, differentiate lesson plans, and place students in appropriate flexible groupings for Reading. Teachers used beginning of the year DIBELS data to ensure students were placed in appropriate small groups. First and Second grade students who were showing areas of gaps in foundational reading skills were also given additional support time in the classrooms by their teacher. K-3 teachers worked to consistently progress monitor their students as well as review the data to ensure students were placed in appropriate flexible groupings and were moving as needed. Action Item 1.4 had teachers incorporating iReady into their daily routines. K-3rd grade teachers also participated in iReady trainings during the year to consistently participate in data talks and provide guidance on how to read and use the iReady data.

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

Kinder through 3rd grade teachers worked to get students assessed by using both the iReady and DIBELS data during assessment windows. Teachers appreciated having time on grade level days to collaborate and discuss different instructional strategies they are finding to be successful in their

classrooms. Through these meetings, we were able to have veteran teachers work with newer teachers who were not trained in Wonders show them other resources from the Wonders curriculum for them to incorporate into their whole class and small group instruction. Implementing the small reading groups and effectively running them was a challenge in 3rd grade, but teachers recognized the importance of having to consistently progress monitor their students.

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

We decided to remove Action Item 1.3 because it was a redundant goal. Small group instruction, differentiation, and progress monitoring were all listed in action items 1.1 and 1.2. We also decided to adjust our annual measurable outcomes to reflect academic growth over the course of the school year. DIBELS and iReady data will now track growth from Fall to Spring. Action Item 1.4 was added to showcase our district's LEAP work, common cycle assessments, and grade level flexible grouping during Ladder time.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

## Goal 2

Goal 2. 3rd through 8th grade students will increase their ELA level proficiency levels, including students with disabilities, African American students, and English Language Learners.

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome   |
|---|--|--|
| iReady (Reading) - the percentage of students scoring at or above grade level on iReady | Fall 2025<br>3rd grade: 52%<br>4th grade: 40%<br>5th grade: 52%<br>6th grade: 56%<br>7th grade: 52%<br>8th grade: 54%                                  | Spring 2026:<br>3rd grade: 62%<br>4th grade: 50%<br>5th grade: 62%<br>6th grade: 66%<br>7th grade: 62%<br>8th grade: 64%                               |
| CAASPP ELA - percentage of students that met or exceeded standards                      | Spring 2025<br>3rd grade: 62%<br>4th grade: 67%<br>5th grade: 69%<br>6th grade: 60%<br>7th grade: 69%<br>8th grade: 48%<br>Whole School Average: 62.5% | Spring 2026<br>3rd grade: 67%<br>4th grade: 72%<br>5th grade: 74%<br>6th grade: 65%<br>7th grade: 74%<br>8th grade: 53%<br>Whole School Average: 67.5% |

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All 3rd through 8th grade students

Strategy/Activity

2.1 Students will be provided high quality classroom instruction from teachers through the use of the Wonders curriculum in grades 3rd-5th and StudySync curriculum in grades 6th-8th. Across grades 3rd-8th, teachers will provide rigorous reading instructional strategies, which include but is not limited to: vocabulary work, reading comprehension focus, independent reading, read-alouds, co-constructed charts, leveled libraries, guided reading, small groups, and writing tasks.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All 3rd through 8th grade students

#### Strategy/Activity

2.2 Students in grades 3rd-8th will be given opportunities to read more informational texts throughout the day across all content areas. Teachers will provide whole group and small group instruction to students by exposing students to a variety of informational texts not only in ELA, but also during Science and Social Studies. Teachers will use a variety of instructional strategies and resources to support this effort such as: close reading strategies, vocabulary focus, graphic organizers, note-taking, use of multiple texts, Scholastic News, thinking maps, and guided practice.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

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

#### Strategy/Activity

2.3 Daily use of iReady (3rd through 6th grades) and Study Sync intervention materials (6th and 8th grades). 3rd-6th grade teachers will also have district provided opportunities to attend iReady trainings and will continue to work together to understand the data and plan with their grade level teams. Intervention materials and iReady data will be consistently used during ELA blocks to ensure students are being provided with small group instruction.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students and teachers

#### Strategy/Activity

2.4 Brookside teachers will engage in the district LEAP work in order to close the achievement gap. Cycle Assessments will be administered five times throughout the year based on target standards. Data from these assessments will be analyzed during Data Review Sessions. Targeted skills and standards will be taught with the help of a Reading Intervention teacher during grade level Ladder time.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

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

### ANALYSIS

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

There has been some progress made on the three ELA action items through the development of key strategies and activities. Teachers worked strategically and purposefully to provide rich, engaging reading instruction to students across all content areas. For action items 2.1 and 2.2, teachers provided students with a variety of reading strategies and comprehension skills that were implemented through ELA, Social Science, and the newly adopted Science curriculum. The 3-5 Wonders and 6-8 StudySync curriculum also presented teachers with opportunities to incorporate Social Science and Science topics already embedded within the rigorous ELA text. Students were provided with access and use of standards aligned materials. In Action Item 2.3, 3rd-8th grade teachers used iReady as an additional support for all students. Students who were performing below grade level were monitored by teachers through student progress and teachers worked to provide small group and individualized instruction based on the data. 7-8 grade teachers used intervention materials embedded within the StudySync curriculum to assist students who were below grade level. These resources were scaffolded for students yet continued to provide the students opportunities to engage with the rigorous text. One of our most challenging goals was for teachers to commit to the professional development opportunities being offered by the district.

Although observed, small group instruction continued to be a challenge in grades 7-8. Teachers felt time constraints when effectively providing small group instruction due to the length of class periods.

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

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

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

We will continue with this goal by implementing reading routines to help students comprehend text. In addition, we will review different reading strategies such as: close reading strategies, exposure to vocabulary, and integration of guided reading groups during the ELA block. Teachers will continue to work on improving our reading strategies by exposing students to graphic organizers and note taking while reading several different informational texts. ELA teachers will begin incorporating reading apprenticeship strategies and AVID skills into their ELA instruction. Teachers will work on LEAP during district professional development and collaboration days while focusing on ELA curriculum alignment. Action item 2.4 was added to showcase our district's LEAP work, common Cycle assessments, and grade level flexible grouping during Ladder time. We will also spend time during our grade level meetings reviewing data to inform instruction, discuss the importance of small group instruction, and comparing the current iReady individualized instructional pathways to create flexible groups. We also adjusted our annual measurable outcomes to reflect academic growth over the course of the school year. iReady data will now track growth from Fall to Spring.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

## Goal 3

Goal 3: The percentage of English learners in reading and math at grade level will increase each year as we strive to close the achievement gap.

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome  |
|--|---|---|
| iReady - The percentage of EL students at or above grade level in Reading. | Fall 2025 iReady Reading:<br>1st grade: 27%<br>2nd grade: 16%<br>3rd grade: 48%<br>4th grade: 50%<br>5th grade: 33%<br>6th grade: 81%<br>7th grade: 75%<br>8th grade: 67% | Spring 2026 iReady Reading:<br>1st grade: 37%<br>2nd grade: 26%<br>3rd grade: 58%<br>4th grade: 60%<br>5th grade: 43%<br>6th grade: 91%<br>7th grade: 85%<br>8th grade: 77% |
| iReady - The percentage of EL students at or above grade level in Math.    | Fall 2025 iReady Math:<br>1st grade: 25%<br>2nd grade: 8%<br>3rd grade: 24%<br>4th grade: 61%<br>5th grade: 50%<br>6th grade: 82%<br>7th grade: 70%<br>8th grade: 62%     | Fall 2026 iReady Math:<br>1st grade: 35%<br>2nd grade: 28%<br>3rd grade: 34%<br>4th grade: 71%<br>5th grade: 60%<br>6th grade: 92%<br>7th grade: 80%<br>8th grade: 72%      |
| CAASPP - Percentage of EL students meeting or exceeding standards in ELA   | Spring 2025 CAASPP results:<br>ELA<br>3rd grade: 40% (2 students)<br>4th grade: 33% (2 students)<br>5th grade: 33% (1 student)<br>6th grade: 20% (1 student)              | Spring 2026 CAASPP results:<br>ELA<br>3rd grade: 50%<br>4th grade: 43%<br>5th grade: 43%<br>6th grade: 30%  |

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
|   | 7th grade: 0% (0 students)<br>8th grade: 25% (1 student)<br>Schoolwide Average: 25%   | 7th grade: 20%<br>8th grade: 35%<br>Schoolwide Average: 37%   |
| CAASPP - Percentage of EL students meeting or exceeding standards in Math | Spring 2025 CAASPP results:<br><br>Math:<br>3rd grade: 17% (1 student)<br>4th grade: 0% (0 students)<br>5th grade: 67% (2 students)<br>6th grade: 20% (1 student)<br>7th grade: 0% (0 students)<br>8th grade: 0% (0 students)<br>Schoolwide Average: 17%  | Spring 2026 CAASPP results:<br><br>Math:<br>3rd grade: 27%<br>4th grade: 20%<br>5th grade: 77%<br>6th grade: 30%<br>7th grade: 20%<br>8th grade: 20%<br>Schoolwide Average: 32%                         |
| ELPAC - Percentage of students scoring at a level 4 or 3                  | ELPAC 2025:<br>Kinder: 100% (7/7 students)<br>1st grade: 50% (5/10 students)<br>2nd grade: 60% (9/15 students)<br>3rd grade: 67% (4/6 students)<br>4th grade: 100% (6/6 students)<br>5th grade: 67% (2/3 students)<br>6th grade: 60% (2/5 students)<br>7th grade: 25% (1/4 students)<br>8th grade: 50% (2/4 students)<br>Schoolwide Average: 63% (38/60 students) | ELPAC 2026:<br>Kinder: 100%<br>1st grade: 60%<br>2nd grade: 70%<br>3rd grade: 77%<br>4th grade: 100%<br>5th grade: 77%<br>6th grade: 70%<br>7th grade: 35%<br>8th grade: 60%<br>Schoolwide Average: 72% |

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All English Learners in grades Kinder through 8th

### Strategy/Activity

3.1 All teachers will provide designated and integrated ELD instruction daily. Effective instructional practices will be utilized during designated and integrated ELD time. This includes the use of the California ELD standards as a guide and district adopted ELA curriculum such as the Wonders ELD companion workbooks, guided EL lessons modeled by the teacher from the Wonders and StudySync teacher manuals, and incorporating GLAD strategies. Teachers will be provided opportunities throughout the school year to attend district or county level trainings that address the needs of our EL students

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All English Learners in grades Kinder through 8th

#### Strategy/Activity

3.2 Teachers will participate in grade level meetings to collaborate and discuss how to address Longterm English Language Learners (LTELs) and what strategies to incorporate into daily instruction that will help students to become eligible for reclassification (RFEP).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All English Learners in grades Kinder through 6th

#### Strategy/Activity

3.3 English learners will be strategically grouped every spring for the following school year to streamline services during daily designated ELD.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## **Annual Review**

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

# ANALYSIS

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

Action Item 3.1 needed to be a focus for our site due to some of our EL students showing little growth. We realized our teachers needed to provide EL students with ample opportunities to participate in rich, academic discourse across all subject areas throughout the day during designated and integrated ELD times. Students needed to listen to rich language as well as have the chance to use it by participating in different EL strategies such as: think-pair-share, turn and talk, heads together, gallery walks, and co-constructed charts and paragraphs. Teachers showed some improved engagement during their designated ELD times with their students and were able to make better use of the Wonders ELD companion and the access handouts that StudySync provides for our 6-8 grade students.

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

No major differences were observed with the exception that consistent designated ELD time for our EL students continues to be an area requiring improved implementation. Teachers need to be more familiar with the different levels of EL students within their classrooms and to make sure they are implementing strong EL teaching strategies such as: GLAD strategies across subject areas, teacher modeling, and the use of the different ELD materials that are embedded in Wonders and StudySync. Teachers need to differentiate instruction, using scaffolds by providing multiple opportunities for EL students to demonstrate mastery. Our staff also realized we need more supports when it comes to other languages than Spanish, such as: Vietnamese, Hindi, Urdu, and Punjabi.

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

Action Item 3.2 was added to target our Longterm English learners (LTEs) in order to increase the total number of RFEP students at the site. We also added Action Item 3.3 regarding strategically grouping students in the spring for the following year in order to streamline our EL supports and services.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Provide all students with access to broad and challenging curriculum to ensure all students graduate college/career ready.

## Goal 4

Goal 4: The percentage of K-8th grade students meeting or exceeding grade level standards in mathematics will increase each year, including students with disabilities, African American students, and English Learners

## Identified Need

There has been an overall decrease in the percentage of students who met or exceeded standards on CAASPP in Math.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome   |
|---|--|--|
| iReady - Percentage of students scoring at or above grade level on iReady               | Fall 2025 iReady Math:<br>1st grade: 7%<br>2nd grade: 8%<br>3rd grade: 11%<br>4th grade: 38%<br>5th grade: 54%<br>6th grade: 53%<br>7th grade: 44%<br>8th grade: 50% | Spring 2026 iReady Math:<br>1st grade: 27%<br>2nd grade: 28%<br>3rd grade: 31%<br>4th grade: 48%<br>5th grade: 64%<br>6th grade: 63%<br>7th grade: 54%<br>8th grade: 60% |
| CAASPP - Percentage of students meeting or exceeding standards in math in 3rd-8th grade | Spring 2025 CAASPP Math:<br>3rd grade: 71%<br>4th grade: 67%<br>5th grade: 58%<br>6th grade: 53%<br>7th grade: 55%<br>8th grade: 46%<br>Schoolwide Average: 58.33%   | Spring 2026 CAASPP Math:<br>3rd grade: 76%<br>4th grade: 72%<br>5th grade: 63%<br>6th grade: 58%<br>7th grade: 60%<br>8th grade: 51%<br>Schoolwide Average: 63.33%       |

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students in grades Kinder through 8th grade

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students in grades Kinder through 8th grade

### Strategy/Activity

4.2 All K-8th grade teachers will use effective instructional strategies to differentiate for all math levels. This includes but is not limited to: number talks, SVMI strategies, co-constructed charts, academic vocabulary focus, small group instruction, challenge and extension opportunities, justifications in problem solving, and supplemental math resources (i.e. iReady, Reflex, Khan Academy, etc.) 7-8 grades will also offer an academic lab opportunity to support with additional tutoring and differentiation.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students in grades Kinder through 6th grade

### Strategy/Activity

4.3 Kinder-6th grade teachers will continue to participate in ongoing HMH curriculum professional development as provided by the district and in after-school professional learning opportunities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students and teachers

Strategy/Activity

4.4 Collaborate with the district to include mathematics in our LEAP work. K-8 teachers to build a math standards matrix and create five cycle assessments for each grade level.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

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

## ANALYSIS

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

The overall indication for the effectiveness of Action Item 4.1 shows that Math continues to be an area that we need to improve in. Math scores on the CAASPP did go down in certain grade levels compared to the previous year. Teachers will continue to model how to utilize reading strategies into their Math instruction in order to help students break down math problems. Teachers will continue to introduce and use the correct mathematical language and terms while teaching Math and offer opportunities for students to use the language as well when practicing mathematical discourse. Teachers will provide opportunities for students to review their strategies with other students on how to effectively break down math problems by providing them with a foundation of academic math vocabulary and modeling. Action Item 4.2 was successful in different areas. Teachers used district adopted curriculum and reviewed on-going data from daily exit tickets to mid-module assessments to create small groups for instruction. Students who were performing above grade level based on CAASPP and iReady scores were given the opportunity to take an advanced math course that challenged them with above grade level curriculum. In 7-8 grades, students who were struggling with Math were placed in a Math elective to provide them with extra support within the general Math class. The 7/8 Math teacher also continued to use strategies from

the book *Grading for Equity* to rethink her grading practices, which allowed for students to retake assessments and access additional Math help if needed. Teachers worked on implementing more problem solving strategies within their classrooms and allowed for students to have the opportunities to share the different ways they strategized to solve problems. Through the use of iReady, K-6 teachers were able to provide supports to students working at their individualized levels. Action Item 4.3 continued throughout the year with both administrators and teachers participating in on-going Math PD through a partnership with HMH in order to focus on increasing Math scores. During PD's and/or grade level meetings, teachers participated in Math collaboration with others and reflected on past results. Through collaboration, teachers also reviewed math assessments and planned instruction according to key standards.

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

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

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

Action Item 4.3 was adjusted as it is our second year using HMH. Professional learning will be ongoing through the district. Action Item 4.4 was added to include a LEAP goal as we move forward to include matrices and cycle assessments for the area of mathematics.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child.

## Goal 5

Goal 5: There will be an increase in student percentages pertaining to student engagement and achievement for 5th-8th grade students.

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator                                      | Baseline/Actual Outcome  | Expected Outcome   |
|---|--|--|
| Youth Truth Survey - Percentage of Positive Responses | <p>February 2025 Student Responses:</p> <p>Engagement:<br/>                     5th grade: 87%<br/>                     6th grade: 83%<br/>                     7th grade: 47%<br/>                     8th grade: 45%</p> <p>Relationships:<br/>                     5th grade: 81%<br/>                     6th grade: 76%<br/>                     7th grade: 42%<br/>                     8th grade: 39%</p> <p>Belonging &amp; Peer Collaboration:<br/>                     5th grade: 34%<br/>                     6th grade: 23%<br/>                     7th grade: 44%<br/>                     8th grade: 49%</p> <p>Culture:<br/>                     5th grade: 24%<br/>                     6th grade: 11%<br/>                     7th grade: 14%<br/>                     8th grade: 26%</p> <p>Family Responses:</p> | <p>February 2026 Student Responses:</p> <p>Engagement:<br/>                     5th grade: 92%<br/>                     6th grade: 88%<br/>                     7th grade: 52%<br/>                     8th grade: 50%</p> <p>Relationships:<br/>                     5th grade: 86%<br/>                     6th grade: 81%<br/>                     7th grade: 47%<br/>                     8th grade: 44%</p> <p>Belonging &amp; Peer Collaboration:<br/>                     5th grade: 39%<br/>                     6th grade: 28%<br/>                     7th grade: 49%<br/>                     8th grade: 54%</p> <p>Culture:<br/>                     5th grade: 29%<br/>                     6th grade: 16%<br/>                     7th grade: 19%<br/>                     8th grade: 31%</p> <p>Family Responses:</p> |

| Metric/Indicator   | Baseline/Actual Outcome   | Expected Outcome  |
|--|---|---|
|  | Engagement: 67%<br>Relationships: 89%<br>Communication & Feedback: 80%<br>Resources: 69%<br>School Safety: 63%  | Engagement: 72%<br>Relationships: 94%<br>Communication & Feedback: 85%<br>Resources: 74%<br>School Safety: 68%  |
| Overall Percentage of 5th-8th grade students who performed at or above grade level on the CAASPP | Spring 2025 CAASPP Results:<br><br>5th grade:<br>ELA: 69%<br>Math: 58%<br>6th grade:<br>ELA: 60%<br>Math: 53%<br>7th grade:<br>ELA: 69%<br>Math: 55%<br>8th grade:<br>ELA: 48%<br>Math: 46% | Spring 2026 CAASPP Results:<br><br>5th grade:<br>ELA: 74%<br>Math: 63%<br>6th grade:<br>ELA: 65%<br>Math: 58%<br>7th grade:<br>ELA: 74%<br>Math: 60%<br>8th grade:<br>ELA: 53%<br>Math: 51% |
| Attendance - School-wide Attendance Rate   | 2025<br>95.13%  | 2026<br>Maintain a 95% or higher  |
| Chronically Absent K-8   | 2025<br>18.2% chronically absent  | 2026<br>Decrease the rate of chronically absent students each year  |

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

K-8th grade students

### Strategy/Activity

5.1 A safe and secure environment will be maintained at Brookside School by following a school-wide positive behavior plan and tier one counseling services. This will be achieved utilizing monthly flag salutes, award ceremonies, "Caught You Being Good" program, assemblies, field trips, use of a certified therapy dog, classroom presentations, school-wide events, peer mediators, Junior Bobcats, student leadership, and a focus on college/career readiness.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

K-8th grade students

Strategy/Activity

5.2 Grade level, random student meetings and/or surveys will be held or sent out to gauge student feelings about bullying and student/staff relationships. This information will then be shared at staff meetings and will be a focus during CARE team meetings and when making school-wide plans.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

5th-8th Grade Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

K-8th grade students

#### Strategy/Activity

5.4 The staff will implement social emotional lessons as needed in their classrooms. Teachers will use the In Focus curriculum and/or resources provided by the school counselor.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

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

K-8th grade students

#### Strategy/Activity

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

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

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

K-8th grade students

#### Strategy/Activity

5.6 The Bobcat DEN is a deescalation space for students. Due to space, the Bobcat Den is currently in the school counselor's office where it includes alternative seating, fidgets and other resources to help support students and staff with calming strategies. Brookside utilizes a therapy dog. Duke, the therapy dog, visits the school approximately 2-3 times a week where he does scheduled classroom visits with the school counselor and also acts as a resource to help students deescalate or provide emotional support.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

K-8 students that may require additional behavioral support.

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

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

### ANALYSIS

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

Many engaging activities were in place for the students such as: monthly flag salutes, "caught you being good" tickets, student store, and character awards. Different extracurricular activities were also incorporated for students in various grade levels to participate in such as: Science Olympiad, Reflections, Pokemon Club, and the School Play. We continued to show a decrease in negative behaviors during the 7/8 lunch times due to 7/8 grade students being able to participate in intramural sports during lunch times which were structured and organized by the 7/8 PE teacher. During the Spring, we saw a decrease of incident reports during 5/6 lunchtimes due to Leadership organizing different group games such as: dodgeball and nitro ball. These were student organized tournaments that were ran mostly by Leadership students and a supervising teacher. We felt this helped boost 5th-8th grade engagement and also encouraged students to work together as teams. All of these opportunities encouraged positive student morale and engagement throughout the year. Having school wide activities such as Red Ribbon Week, Unity Day, Kindness Week, and Spirit Weeks were also provided to encourage a safe and supportive school environment. The

communication between the school and families continued to increase with the use of ParentSquare by the individual classroom teachers, school Principal, and the District Office.

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

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

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

Action Item 5.3 will remain the same but focus on 5th-8th grade students. We have been provided with an additional part-time counselor who will help with the 6th-8th grade students. Our full time counselor will work to consistently schedule mini-lessons within the classrooms to utilize the In-Focus curriculum to incorporate social emotional learning lessons throughout the year and also reinforce strategies that can be embedded into restorative circles. We will provide more opportunities for teachers to seek help when running a classroom meeting or restorative circle by our school counselor or Administration. We will continue to use our CARE team, which is made up of teachers, counselors, and Administration. The team will work together to strengthen our school culture and help build relationships. This team will meet regularly in order to collaborate with all teachers and to work together to identify students in need. The Bobcat Den will continue to be located in the counselor's office where it can be easily accessible to all students as needed, and Duke will continue to be a part of our site. We have also added, Sophie, a 6th grade therapy dog that is housed in one 6th grade classroom and specifically for those students within that area.

# Budget Summary

## Funds Budgeted to the School by Funding Source

**Funding Source**  
This dropdown should be populated manually.

**Funding Allocation**  
This data field should be populated manually.

**Funds Remaining to be Allocated**  
This field is auto calculated by DTS and manual entries will be overwritten automatically

Comprehensive Support and Improvement (CSI)

### Total Funding Allocation:

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

## Expenditures by Funding Source From SPSA Goals

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

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

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

# School Site Council Membership

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

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

| Name of Members | Role                       |
|-----------------|----------------------------|
| Rebecca Mullen  | Principal                  |
| Heather Crum    | Other School Staff         |
| Julie Glennon   | Classroom Teacher          |
| Amy Tenaza      | Classroom Teacher          |
| Ann Breitler    | Parent or Community Member |
| Cynthia Lovato  | Parent or Community Member |
| Ashley Brais    | Parent or Community Member |
| Edith Caballero | 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.