

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Braly Elementary School	43-69674-6048813	April 7, 2026	June 11, 2026

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

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

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

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

This plan is being used by Braly Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	33
Goal 3.....	35
Goal 4.....	37
Budget Summary	39
Budget Summary	39
Other Federal, State, and Local Funds	39
Budgeted Funds and Expenditures in this Plan	40
Funds Budgeted to the School by Funding Source.....	40
Expenditures by Funding Source	40
Expenditures by Budget Reference	40
Expenditures by Budget Reference and Funding Source	40
Expenditures by Goal.....	40
School Site Council Membership	41
Recommendations and Assurances	42

Plan Description

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

MTSS and COI supports Braly with support for students in mathematics, literacy, and whole child learning. Our focus on student achievement for all categories is supported by getting students the academic interventions and social-emotional supports they need. During the 2025-2026 school year, MTSS and the COI focused on meeting in a team format to discuss their strengths and struggles so interventions could be discussed and progress could be monitored. If students improved, they moved out of the process. If they continued to struggle, they were moved on to the SST process where next steps for further academic interventions could be considered with parent input. Examples include, a data-driven collaborative system that meets monthly. During which each specialist discusses progress and troubleshoots with teachers. Through this system, students are connected with the appropriate resources to support their achievement and specific measurable goals are created based on individual needs.

As a system to allow grade level collaboration and small group interventions, a site TOSA and para provide small group intervention to 3rd-5th graders and also provide student coverage so teachers can meet monthly to collaborate.

PBIS processes in conjunction with Project Cornerstone provides both extrinsic and intrinsic incentives for students to meet school expectations and has contributed to the school and District's LCAP goals of providing a safe and conducive learning environment.

The SPSA is reviewed with staff and the School Site Council at different times during the year. The School Site Council approves any adjustments during the year as well as the annual updates. The staff reviews the goals and action items.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council/ELAC members and school staff had opportunities to give input and review SPSA goals on 2/10/26 and 4/7/26 during our regular meetings. Progress towards goals are reviewed on CAASPP, CA dashboard results & iReady data were analyzed.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Braly's English Learners are the only group in the Orange performance category.

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

In ELA our ELL's are 2 performance levels below "all student performance" In math there are no groups that are 2 performance levels below "all student performance".

Other Needs

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

Not applicable at this time.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.10%	0.79%	1.09%	4	3	4
African American	1.93%	1.05%	0.82%	7	4	3
Asian	37.85%	39.37%	37.70%	137	150	138
Filipino	2.49%	3.41%	4.10%	9	13	15
Hispanic/Latino	38.12%	36.48%	36.07%	138	139	132
Pacific Islander	0.28%	0.26%	0.27%	1	1	1
White	13.26%	14.17%	15.30%	48	54	56
Multiple/No Response	4.97%	4.20%	3.55%	18	16	13
Total Enrollment				362	381	366

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	20
Kindergarten	66	65	54
Grade 1	55	58	64
Grade 2	59	55	60
Grade3	61	63	54
Grade 4	56	60	58
Grade 5	45	59	56
Total Enrollment	362	381	366

Conclusions based on this data:

- Asian students (Asian Indian being the majority within this group) is the highest percentage of Braly students at 39.37%, with Hispanic/Latino following close behind at 36.48%. Braly has 14.17% of white students, who make up the 3rd largest group.
- During the 25-26 school year, we have seen a decrease of 9 students from December 2025 to March 2026.

3. Braly's population is very diverse. This year we had the highest number of parents joining the PTA and being involved, which is a great trend.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	164	159	130	42.3%	45.3%	35.5%
Fluent English Proficient (FEP)	69	74	78	19.3%	19.1%	21.3%
Reclassified Fluent English Proficient (RFEP)	35	40		8.5%	9.70%	

Conclusions based on this data:

1. The EL population has decreased from the previous year at 41.7% of the student population.
2. The Fluent English Proficient (FEP) population has stayed steady at 19% over the past 3 years. Our EL students are making progress to become English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55	56	58	51	50	54	51	50	54	92.7	89.3	93.1
Grade 4	40	54	54	34	52	51	34	52	51	85.0	96.3	94.4
Grade 5	53	49	54	48	39	53	48	39	53	90.6	79.6	98.1
All Grades	148	159	166	133	141	158	133	141	158	89.9	88.7	95.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2437.	2443.	2413.	33.33	38.00	18.52	19.61	14.00	31.48	19.61	24.00	20.37	27.45	24.00	29.63
Grade 4	2497.	2504.	2511.	32.35	46.15	45.10	32.35	13.46	19.61	14.71	7.69	13.73	20.59	32.69	21.57
Grade 5	2561.	2516.	2536.	43.75	25.64	35.85	31.25	25.64	26.42	8.33	20.51	18.87	16.67	28.21	18.87
All Grades	N/A	N/A	N/A	36.84	37.59	32.91	27.07	17.02	25.95	14.29	17.02	17.72	21.80	28.37	23.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.45	34.00	20.37	56.86	50.00	61.11	15.69	16.00	18.52
Grade 4	35.29	42.31	41.18	47.06	44.23	49.02	17.65	13.46	9.80
Grade 5	41.67	25.64	22.64	45.83	61.54	58.49	12.50	12.82	18.87
All Grades	34.59	34.75	27.85	50.38	51.06	56.33	15.04	14.18	15.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.37	26.00	14.81	43.14	50.00	59.26	25.49	24.00	25.93
Grade 4	29.41	30.77	29.41	55.88	38.46	56.86	14.71	30.77	13.73
Grade 5	43.75	35.90	32.08	41.67	43.59	54.72	14.58	20.51	13.21
All Grades	35.34	30.50	25.32	45.86	43.97	56.96	18.80	25.53	17.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.73	14.00	5.56	74.51	70.00	74.07	11.76	16.00	20.37
Grade 4	26.47	26.92	21.57	67.65	63.46	68.63	5.88	9.62	9.80
Grade 5	25.00	10.26	32.08	70.83	69.23	52.83	4.17	20.51	15.09
All Grades	21.05	17.73	19.62	71.43	67.38	65.19	7.52	14.89	15.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.61	28.00	16.67	58.82	52.00	61.11	21.57	20.00	22.22
Grade 4	26.47	30.77	23.53	55.88	50.00	62.75	17.65	19.23	13.73
Grade 5	27.08	28.21	24.53	58.33	53.85	66.04	14.58	17.95	9.43
All Grades	24.06	29.08	21.52	57.89	51.77	63.29	18.05	19.15	15.19

Conclusions based on this data:

1. Student participation in CAASPP/ELA was the highest in the last 3 years at 95.2% in 2024-2025. For 2025-2026 students will complete CAASPP testing in May 2026.
2. There was a 4.25% increase in the number of students meeting and exceeding standard in ELA between the 23-24SY and the 24-25 SY. This is movement in the right direction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55	56	58	55	56	57	55	56	57	100.0	100	98.3
Grade 4	40	54	54	39	54	53	39	54	53	97.5	100	98.1
Grade 5	53	49	54	52	49	53	51	49	53	98.1	100	98.1
All Grades	148	159	166	146	159	163	145	159	163	98.6	100	98.2

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2449.	2452.	2427.	40.00	33.93	19.30	20.00	16.07	28.07	9.09	26.79	22.81	30.91	23.21	29.82
Grade 4	2518.	2497.	2507.	41.03	44.44	35.85	25.64	12.96	22.64	17.95	14.81	22.64	15.38	27.78	18.87
Grade 5	2542.	2490.	2540.	45.10	28.57	35.85	11.76	14.29	20.75	11.76	18.37	20.75	31.37	38.78	22.64
All Grades	N/A	N/A	N/A	42.07	35.85	30.06	18.62	14.47	23.93	12.41	20.13	22.09	26.90	29.56	23.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	43.64	41.07	22.81	29.09	35.71	43.86	27.27	23.21	33.33
Grade 4	48.72	40.74	41.51	33.33	27.78	37.74	17.95	31.48	20.75
Grade 5	43.14	28.57	35.85	35.29	32.65	33.96	21.57	38.78	30.19
All Grades	44.83	37.11	33.13	32.41	32.08	38.65	22.76	30.82	28.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.00	28.57	24.56	30.91	37.50	49.12	29.09	33.93	26.32
Grade 4	30.77	42.59	26.42	48.72	27.78	56.60	20.51	29.63	16.98
Grade 5	41.18	28.57	28.30	33.33	32.65	49.06	25.49	38.78	22.64
All Grades	37.93	33.33	26.38	36.55	32.70	51.53	25.52	33.96	22.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.73	33.93	24.56	50.91	48.21	59.65	16.36	17.86	15.79
Grade 4	35.90	42.59	35.85	46.15	35.19	47.17	17.95	22.22	16.98
Grade 5	31.37	20.41	32.08	52.94	44.90	52.83	15.69	34.69	15.09
All Grades	33.10	32.70	30.67	50.34	42.77	53.37	16.55	24.53	15.95

Conclusions based on this data:

- Overall, grades 3-5 show that 54% of students are meeting or exceeding the math performance standards. That is a 4% increase over the previous year.
- There was an increase in Problem Solving & Modeling/Data Analysis from 74.48% of students being Above/At/Near in 2023-2024 to 77.91% being Above/At/Near in 2024-2025

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1401.5	1359.8	1421.4	1395.6	1370.8	1428.1	1415.0	1334.0	1405.6	45	47	35
1	1407.8	1431.7	1420.4	1407.5	1426.4	1432.8	1407.5	1436.6	1407.6	28	26	22
2	1453.3	1470.3	1473.7	1450.8	1492.2	1480.5	1455.0	1447.9	1466.3	21	29	21
3	1487.7	1467.5	1470.8	1498.2	1465.8	1471.9	1476.6	1468.5	1469.0	23	24	31
4	1529.5	1518.2	1511.5	1538.1	1522.3	1519.5	1520.5	1513.9	1503.2	20	22	24
5	1501.9	1467.1	1509.9	1486.4	1472.2	1518.9	1516.5	1461.2	1500.6	17	25	17
All Grades										154	173	150

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.56	6.38	23.53	17.78	27.66	23.53	31.11	21.28	38.24	35.56	44.68	14.71	45	47	34
1	7.14	23.08	18.18	14.29	23.08	22.73	28.57	15.38	40.91	50.00	38.46	18.18	28	26	22
2	4.76	13.79	28.57	38.10	31.03	23.81	33.33	48.28	4.76	23.81	6.90	42.86	21	29	21
3	8.70	8.33	10.00	39.13	29.17	26.67	43.48	33.33	40.00	8.70	29.17	23.33	23	24	30
4	30.00	27.27	25.00	35.00	27.27	37.50	25.00	22.73	20.83	10.00	22.73	16.67	20	22	24
5	23.53	24.00	23.53	35.29	28.00	29.41	11.76	8.00	17.65	29.41	40.00	29.41	17	25	17
All Grades	14.29	15.61	20.95	27.27	27.75	27.03	29.87	24.86	29.05	28.57	31.79	22.97	154	173	148

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	12.77	26.47	13.33	27.66	23.53	28.89	14.89	32.35	37.78	44.68	17.65	45	47	34
1	10.71	30.77	31.82	32.14	15.38	31.82	7.14	15.38	18.18	50.00	38.46	18.18	28	26	22
2	14.29	37.93	38.10	33.33	34.48	14.29	28.57	24.14	28.57	23.81	3.45	19.05	21	29	21
3	47.83	29.17	36.67	26.09	20.83	23.33	17.39	20.83	20.00	8.70	29.17	20.00	23	24	30
4	50.00	50.00	45.83	25.00	18.18	37.50	20.00	22.73	4.17	5.00	9.09	12.50	20	22	24
5	35.29	40.00	47.06	35.29	24.00	23.53	5.88	0.00	17.65	23.53	36.00	11.76	17	25	17
All Grades	27.27	30.64	36.49	25.32	24.28	25.68	19.48	16.18	20.95	27.92	28.90	16.89	154	173	148

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		8.51	17.65		8.51	11.76		40.43	61.76		42.55	8.82		47	34
1		11.54	9.09		30.77	18.18		15.38	36.36		42.31	36.36		26	22
2		3.45	14.29		34.48	33.33		20.69	4.76		41.38	47.62		29	21
3		4.17	3.33		4.17	20.00		54.17	33.33		37.50	43.33		24	30
4		27.27	8.33		9.09	25.00		27.27	25.00		36.36	41.67		22	24
5		16.00	0.00		8.00	23.53		32.00	23.53		44.00	52.94		25	17
All Grades	9.74	10.98	9.46	22.73	15.61	20.95	27.92	32.37	33.78	39.61	41.04	35.81	154	173	148

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.22	12.77	20.59	40.00	46.81	64.71	37.78	40.43	14.71	45	47	34
1	32.14	30.77	40.91	28.57	38.46	40.91	39.29	30.77	18.18	28	26	22
2	14.29	51.72	38.10	66.67	44.83	38.10	19.05	3.45	23.81	21	29	21
3	34.78	37.50	20.00	47.83	37.50	50.00	17.39	25.00	30.00	23	24	30
4	50.00	40.91	50.00	45.00	50.00	37.50	5.00	9.09	12.50	20	22	24
5	23.53	36.00	23.53	47.06	36.00	58.82	29.41	28.00	17.65	17	25	17
All Grades	28.57	32.37	31.08	44.16	42.77	49.32	27.27	24.86	19.59	154	173	148

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.56	19.15	29.41	46.67	36.17	41.18	37.78	44.68	29.41	45	47	34
1	7.14	19.23	13.64	53.57	46.15	68.18	39.29	34.62	18.18	28	26	22
2	9.52	37.93	38.10	66.67	55.17	38.10	23.81	6.90	23.81	21	29	21
3	43.48	25.00	40.00	47.83	41.67	33.33	8.70	33.33	26.67	23	24	30
4	70.00	36.36	62.50	20.00	50.00	20.83	10.00	13.64	16.67	20	22	24
5	64.71	52.00	76.47	5.88	12.00	11.76	29.41	36.00	11.76	17	25	17
All Grades	29.87	30.06	41.22	42.86	39.88	36.49	27.27	30.06	22.30	154	173	148

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.33	0.00	11.76	55.56	63.83	76.47	31.11	36.17	11.76	45	47	34
1	14.29	26.92	9.09	14.29	30.77	22.73	71.43	42.31	68.18	28	26	22
2	4.76	0.00	19.05	57.14	48.28	33.33	38.10	51.72	47.62	21	29	21
3	0.00	4.17	3.33	56.52	33.33	50.00	43.48	62.50	46.67	23	24	30
4	15.00	22.73	4.35	50.00	40.91	56.52	35.00	36.36	39.13	20	22	23
5	17.65	16.67	5.88	52.94	33.33	35.29	29.41	50.00	58.82	17	24	17
All Grades	11.04	9.88	8.84	47.40	44.77	48.98	41.56	45.35	42.18	154	172	147

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	44.44	14.89	44.12	33.33	34.04	35.29	22.22	51.06	20.59	45	47	34
1	10.71	7.69	4.55	46.43	57.69	72.73	42.86	34.62	22.73	28	26	22
2	14.29	10.34	14.29	66.67	68.97	52.38	19.05	20.69	33.33	21	29	21
3	8.70	0.00	3.33	65.22	66.67	60.00	26.09	33.33	36.67	23	24	30
4	30.00	27.27	8.33	55.00	59.09	66.67	15.00	13.64	25.00	20	22	24
5	17.65	4.00	0.00	52.94	52.00	58.82	29.41	44.00	41.18	17	25	17
All Grades	24.03	10.98	14.86	50.00	53.76	56.08	25.97	35.26	29.05	154	173	148

Conclusions based on this data:

1. In 2024-2025 148 students were tested on the ELPAC Summative & 20.95% of students scored at Level 4, 27.03% at level 3, 29.05% at level 2, and 22.97% at level 1
2. 36.49% of students scored Level 4 on the Oral Language Component, while only 9.46% scored Level 4 on the Written Component. Writing continues to be an area for improvement.

3. The following percentage of students scored "Well Developed" in Listening 31.08%, Speaking 41.22%, Reading 8.84%, & Writing 14.86%. A larger percentage of students scored "Somewhat Developed " in these areas (Listening 49.32%, Speaking 36.49%, Reading 48.98%, & Writing 56.08%)

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
381	34.4%	41.7%	0.0%
Total Number of Students enrolled in Braly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	41.7%
Foster Youth	0	0.0%
Homeless	3	0.8%
Socioeconomically Disadvantaged	131	34.4%
Students with Disabilities	64	16.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1%
American Indian	3	0.8%
Asian	150	39.4%
Filipino	13	3.4%
Hispanic	139	36.5%
Two or More Races	16	4.2%
Pacific Islander	1	0.3%
White	54	14.2%

Conclusions based on this data:

1. Current Enrollment at Braly is 381. While there have been fluctuations, enrollment has decreased slightly from last year.(10 fewer students)

2. Current English Learner population is 41.7%, Socioeconomically Disadvantaged is 34.4%, and there are currently 16.8% of students with Disabilities. These numbers are down slightly from last year.
3. Braly's two primary race/ ethnicities are Hispanic and Asian, making up 76% of our student population.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Braly's overall academic performance in ELA and Math are in the green and EL is in the Orange. EL progress is the focus of our academic efforts.
- The suspension rate is very low and in the blue. Braly students are well behaved.

3. Chronic absenteeism has remained stable and is in the Yellow. The principal continues to make attendance calls to families who have too many absences.

School and Student Performance Data

Academic Performance English Language Arts

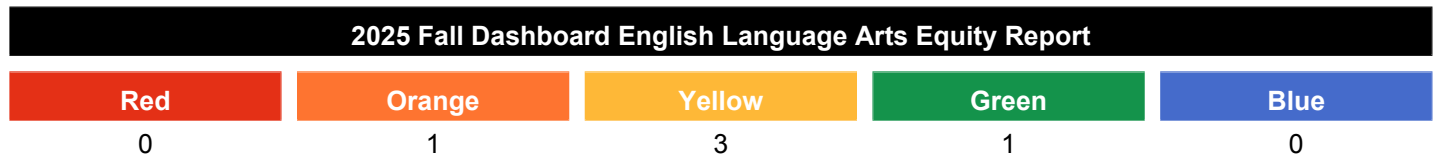
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 17.3 points above standard Maintained 1.3 points 158 Students	English Learners  Orange 24.2 points below standard Declined 3.1 points 88 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 30.3 points below standard Increased 12 points 69 Students

Students with Disabilities  Yellow 40.7 points below standard Increased 14.7 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	American Indian  No Performance Color 0 Students
Asian  Green 53.4 points above standard Declined 10.8 points 60 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 39.6 points below standard Increased 13.4 points 60 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 40.2 points above standard Declined 16.9 points 21 Students

Conclusions based on this data:

1. Overall performance on CAASPP/ELA continues to be Green.
2. English Learners are the only group in Orange. They are the focus of our improvement efforts.
3. Hispanic, Socioeconomically Disadvantaged and students with disabilities are in the Orange. Asian students continue to be in the Green.

School and Student Performance Data

Academic Performance Mathematics

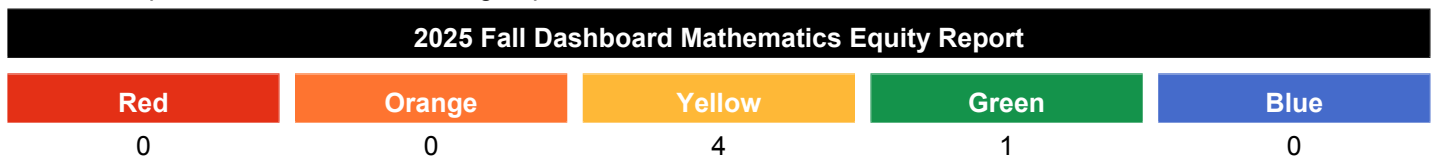
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 8.5 points above standard Increased 6.4 points 164 Students	English Learners  Yellow 29.4 points below standard Increased 3.6 points 93 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 36 points below standard Increased 16.2 points 70 Students

Students with Disabilities  Yellow 56.9 points below standard Increased 21.9 points 37 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	American Indian  No Performance Color 0 Students
Asian  Green 45.8 points above standard Declined 16.8 points 63 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 49.3 points below standard Increased 25.2 points 61 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 32.7 points above standard Declined 24.6 points 23 Students

Conclusions based on this data:

1. Overall students scored in the green and were 8.5 points above standard. English Learners are in the Yellow and scored 29.4 points below standard.
2. Socioeconomically Disadvantaged and Hispanic students increased into the yellow range. Although they are scoring below standard their scores did increase from last year.
3. Asian students continue to be in the green, but their scores declined 16.8 points.

School and Student Performance Data

Academic Performance Science

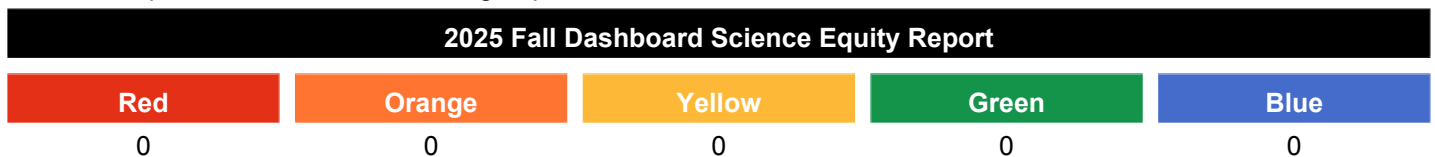
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Blue 55.6 science points Increased 5 points 55 Students	English Learners No Performance Color 45.9 science points Maintained 1.6 points 29 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 48 science points Increased 5 points 21 Students

Students with Disabilities  No Performance Color 37.6 science points 16 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 63.2 science points Increased 5.9 points 26 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 39.1 science points Increased 4.5 points 19 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. 5th graders scored in the blue range for science.
2. All groups increased or maintained their scores from last year.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
51.5 making progress.	making progress.
Number Students: 101 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14%	35%	0%	51%

Conclusions based on this data:

1. EL student progress is in the Orange, down from Blue the previous year. We do not have any LTEL's.
2. 51% of EL students progressed at least 1 ELPI level. This is down from 62% making progress last year.
3. 14% decreased 1 ELPI level. 35% maintained their current ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

13.6% Chronically Absent

Declined 3.2

396 Students

English Learners



Yellow

14.9% Chronically Absent

Declined 4.8

168 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Socioeconomically Disadvantaged



Yellow

15.4% Chronically Absent

Declined 4.8

149 Students

Students with Disabilities  Yellow 12.8% Chronically Absent Declined 2.2 78 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 13.9% Chronically Absent Declined 2.3 158 Students	Filipino  No Performance Color 15.4% Chronically Absent 0 13 Students	Hispanic  Yellow 15.3% Chronically Absent Declined 4.8 144 Students
Two or More Races  No Performance Color 11.8% Chronically Absent Declined 4.9 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 10.9% Chronically Absent Increased 3.2 55 Students

Conclusions based on this data:

1. Overall chronic absenteeism is down slightly from 16.8% the previous year to 13.6% and is in the Yellow.
2. All subgroups, except white students, had their chronic absenteeism decrease from last year. There are no subgroups in red.
3. Socioeconomically disadvantaged students had the highest chronic absenteeism at 15.4%.

School and Student Performance Data

Conditions & Climate Suspension Rate

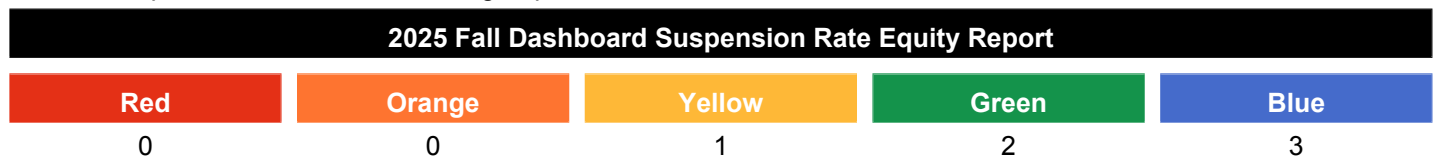
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Maintained 0% 409 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 169 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 0.7% suspended at least one day Maintained 0.1% 152 Students

Students with Disabilities  Yellow 1.3% suspended at least one day Maintained -0.1% 78 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 164 Students	Filipino  No Performance Color 0% suspended at least one day 13 Students	Hispanic  Green 0.7% suspended at least one day Maintained 0.1% 147 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 57 Students

Conclusions based on this data:

1. Braly's rate of suspension remains very low. It continues to be blue.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Achievement in Language Arts

Grades 3-5: By the end of 2027, students will increase proficiency by 10% in reading as measured by Fountas and Pinnell (F&P), iReady and CAASPP data. In addition, Hispanic, EL, and Economically Disadvantaged population will increase proficiency by 10%.

K-5: The overall percentage of students reading at/above grade level as measured by Fountas and Pinnell (F&P) will increase by 10%. The proficiency percentage of Hispanic, EL and Economically Disadvantaged students meeting/exceeding grade level standards will increase by 10% by the end of the 2026/2027 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

There is a need to continue to improve student performance on iReady, F&P, ELPAC, & CAASPP in order to narrow/close the achievement gap between Hispanic and English Learner students and their higher achieving peers. iReady data shows 55% of all students (3rd-5th) and 48% of English only students are at grade level whereas only 31% of Hispanic students and 10% of EL students are at or above grade level standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-5: Fountas & Pinnell (F&P) Reading Assessment, iReady Assessment, 3-5: CAASPP/ELA	K-5 F&P shows 54% of all students are reading on or above grade level. K-5 iReady shows 55% of all students are reading on or above grade level. CAASPP data shows that 58.9% of students in grades 3-5 are meeting or exceeding standards in ELA	The overall iReady/F&P ELA achievement will increase the number of students meeting/exceeding by 10% Hispanic achievement will increase the number of students meeting/exceeding by 10%. EL achievement will increase the number of students meeting/exceeding by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide intervention in core subject areas for ELL, Hispanic, SED and lower performing students at all grade levels.	Students performing below grade level in 3rd-5th grade	75500 Targeted Allocation TOSA Intervention Support

1.2	Provide reading materials that are highly engaging with low readability	Students performing below grade level	None Specified None Specified materials
1.3	Intervention Support Para will work throughout the year with all students needing intervention in core subject areas	Students performing below grade level	24707 Targeted Allocation Para Intervention support

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

All activities were implemented as planned. The intervention teacher pulled groups to target students who are below grade level to provide additional support.

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.

The expenditures are not changing for this year. We are continuing with our intervention strategies of support.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Intervention Support Para will work throughout the year with all students needing intervention in core subject areas	All	Targeted Allocation None Specified See allocation in Goal 1
2.3	Materials to engage students in math activities	all	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

All activities were implemented as planned. The intervention teacher provided intervention services to students who are below grade level.

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.

Math Olympiad has been removed from SPSA funded to other funds outside of the SPSA. There may be math interventions included into our TOSA and aide allocated time if possible.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

Pending the results of 2025 ELPAC Summative, there will likely be a need to continue to focus ELD instruction on the "Level 3" students to ensure that they move to Level 4, and to improve communication with and participation of EL parents to increase understanding and support of students in their continued English development.

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Translation Services	All	None Specified None Specified Translation Services
3.2	Paraprofessional for small group intervention and EL Support	EL Students	Targeted Allocation None Specified Paraprofessional allocation in goal 1 see
3.3	Materials to Support EL Students	EL Students	None Specified

			None Specified Materials
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

All activities were implemented as planned. Our ELSAT and intervention TOSA provided support to our newcomers to assist in their acquisition of English.

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.

The intervention TOSA and paraeducator will provide support to newcomers to support their English acquisition.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate, Absenteeism, and Behavior

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Support students with chronic absenteeism, and behavior concerns.	All	None Specified None Specified

4.2	Materials to support positive behavior implementation	all	None Specified None Specified Materials
4.3	Supplemental resources to support SEL/Wellness	All	None Specified None Specified Materials for Calming Space
4.4	School Assemblies to promote a positive school climate		None Specified None Specified Trimester assemblies
4.8			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Families of Students who fell below 90% attendance received letters informing them of their child's attendance record and calls were made to support families in increasing attendance and understanding its importance. A Braly rules video was created to help remind students on how to behave in different parts of the campus.

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

Activities were implemented as planned. Meetings with parents of students who had poor attendance were conducted during the year to improve student attendance and discuss how the school could assist families.

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

A continuous review of needed behavior supports and incentives for positive behavior will be reviewed and adjusted.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$100,207.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$100,207.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$100,207.00

Total of federal, state, and/or local funds for this school: \$100,207.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	100,207.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	100,207.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	100,207.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,207.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Tereasa Smith	Principal
Ruchita Shah	Other School Staff
Tim Thoman	Classroom Teacher
Kimi Kurumo	Classroom Teacher
Alice Williams	Classroom Teacher
Amy Tamura	Parent or Community Member
John Lee	Parent or Community Member
Guillermina Guillen- Omar	Parent or Community Member
Kathy Cerda	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4-7-26.

Attested:



Principal, Tereasa Smith on 4-7-26



SSC Chairperson, Alice Williams on 4-7-26