



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bracher School	Elementary	43-69674-6048805	April 21, 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 Bracher Elementary School for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Bracher Elementary School's School Plan for Student Achievement (SPSA) is designed to meet federal ESSA requirements while aligning with California's Local Control and Accountability Plan (LCAP) priorities. Grounded in our mission to ensure that every student is academically, socially, and emotionally equipped for success in middle school, this plan focuses on improving academic outcomes, closing persistent achievement gaps, and strengthening student engagement through a data-driven and equity-centered approach.

As a neighborhood school with a strong collaborative culture, Bracher leverages Professional Learning Communities (PLCs) as the primary driver of instructional improvement. Through consistent PLC cycles, teachers engage in standards-based planning, analyze student data, design common formative assessments, and identify high-leverage instructional strategies to improve Tier 1 instruction, particularly in mathematics, our identified area of greatest need. These collaborative structures ensure that instructional decisions are responsive, targeted, and aligned across grade levels.

Bracher is a PBIS award-winning school, having earned bronze, silver, and gold recognitions, and is recognized for maintaining a positive, structured, and inclusive school climate. Our PBIS framework is intentionally integrated with instructional practices to support student engagement, behavior, and access to learning. In addition, staff utilize flexible grouping structures across classrooms and grade levels to provide targeted intervention, enrichment, and differentiated support based on ongoing assessment data.

We regularly use state, district, and site-based data sources to monitor progress toward goals and adjust instruction accordingly. This includes the use of i-Ready, CAASPP, Fountas & Pinnell, and mCLASS DIBELS data, along with classroom-based formative assessments. Through this comprehensive and aligned approach, Bracher Elementary is committed to ensuring that all students, particularly English Learners, Hispanic/Latino students, and other historically underserved groups, receive the instruction and support necessary to achieve at high levels.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Bracher Elementary School engages educational partners through structured, ongoing systems that ensure meaningful input in the development, monitoring, and revision of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) serves as the primary decision-making body, meeting at least three times annually to review student performance data, monitor progress toward goals, and make adjustments to programs, staffing, and resource allocation as needed. All SSC meetings are open to the public, begin with an opportunity for public comment, and agendas are posted at least 72 hours in advance in accordance with SSC by-laws. Agendas consistently include time for SPSA review, feedback, and revision.

In addition to SSC, Bracher actively engages other educational partners, including the English Learner Advisory Committee (ELAC), Parent-Teacher Association (PTA), staff, students, and the broader community. Schoolwide performance data, including state, district, and site-based assessments, are regularly shared with these groups to gather input and inform decision-making. Feedback is collected through meetings, surveys, and collaborative structures, ensuring that multiple perspectives contribute to the identification of needs and priorities.

Teachers play a central role in this process through weekly Professional Learning Community (PLC) meetings, where they analyze student work, review common formative assessment data, and identify instructional responses. These collaborative discussions directly inform SPSA actions related to Tier 1 instruction, intervention, and student support systems. In addition, Bracher utilizes site-based systems and teams to monitor student behavioral and social-emotional needs, ensuring that both academic and behavioral data are considered in planning.

Throughout the year, the SPSA is treated as a living document. Educational partner input and data analysis are used to make ongoing revisions to ensure alignment with student needs. Key milestones in this process include:

September 9, 2025: SSC reviewed student performance data and budget allocations, making adjustments to programming and staffing as needed.

October – April: SSC, ELAC, and PTA reviewed relevant school data, provided input, and supported ongoing SPSA revisions.
December 9, 2025: SSC conducted a mid-year review of student performance and budget expenditures, adjusting supports as needed.
April – May: Input was gathered from staff, PTA, students, and community members to inform the development of new SPSA goals.
April 21, 2026: SSC reviewed updated data and budget projections, finalized goals for the upcoming school year, and approved the SPSA.
June: The SPSA was submitted to the Santa Clara Unified School District Board of Trustees for approval.

Through these structures, Bracher ensures that educational partner involvement is continuous, data-informed, and directly connected to decisions that impact student achievement, engagement, and overall school effectiveness.

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.

Bracher 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.

The 2025 California School Dashboard indicates that Bracher Elementary School is performing in the “Orange” category across multiple state indicators, including Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. This level reflects the need for targeted and sustained improvement efforts to increase overall student performance and address persistent achievement gaps.

These results highlight the interconnected nature of academic and behavioral outcomes. Areas such as English Language Arts, Mathematics, and English Learner Progress point to the need for strengthened Tier 1 instruction, increased access to grade-level content, and intentional language development across content areas. At the same time, Chronic Absenteeism and Suspension Rates indicate the need to continue refining systems that support student engagement, consistent attendance, and positive behavioral outcomes.

The Dashboard data serves as a critical component of Bracher’s comprehensive needs assessment and directly informs the development of SPSA goals, resource allocation, and instructional priorities. In response, the school is focused on implementing high-leverage instructional practices, strengthening Professional Learning Communities (PLCs), and aligning behavioral supports through PBIS to ensure all students are supported both academically and socially.

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.

All student groups performed in the Orange level, so no groups are two or more levels below.

Other Needs

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

In addition to California School Dashboard indicators, Bracher Elementary utilizes local assessment data, behavioral data systems, and school climate measures to identify areas of need and monitor student outcomes. Local academic data from i-Ready and other site-based measures continues to reveal persistent achievement challenges across grade

levels, with particularly significant needs in mathematics and continued gaps for English Learners, Socioeconomically Disadvantaged students, and students with disabilities.

Current i-Ready diagnostic data indicate that a large proportion of students remain below grade-level expectations. In mathematics, only about 18% of assessed students in grades K–5 are performing at mid or above grade level, while approximately 25% are performing two or more grade levels below. In reading, approximately 26% of assessed students in grades 3–5 are performing at mid or above grade level, and approximately 36% are performing two or more grade levels below. These patterns indicate that many students are not yet accessing grade-level content consistently and that a significant number require accelerated support to close foundational skill gaps.

Growth data further reinforces this need. While some grade levels show progress, growth is inconsistent across the school and is not yet sufficient to close gaps at the rate needed. In mathematics, only a limited percentage of students by grade have met annual typical growth targets so far, and progress toward stretch growth remains low. In reading, Grade 4 showed stronger growth, but other grades, particularly Grade 5, continue to reflect concern. Taken together, these findings suggest that current instructional efforts are resulting in pockets of growth, but not yet the level of acceleration needed to move more students to grade-level performance.

Bracher Elementary utilizes the School-Wide Information System (SWIS) to monitor behavioral trends and inform Positive Behavioral Interventions and Supports (PBIS). SWIS data indicate that overall referral rates have remained relatively stable at approximately 1.6 referrals per day; however, patterns within the data reveal important areas for improvement. Referral rates are highest at the beginning of the school year and decrease over time, suggesting a need for stronger frontloading of behavioral expectations and supports. The majority of incidents occur in classrooms and on the playground, and the most frequent behaviors include physical aggression, disruption, and defiance. Time-of-day analysis shows increased incidents during late morning instructional blocks and midday transitions. Additionally, referral data indicate a significant concentration of incidents in primary grades, particularly Kindergarten and first grade, highlighting the need for developmentally appropriate supports and early skill-building.

Bracher also utilizes the California Healthy Kids Survey (CHKS) to assess student perceptions of school climate, safety, and engagement. CHKS results indicate strong levels of school connectedness, academic motivation, perceived safety, and rule clarity, reflecting a positive overall school climate. Students also reported high expectations from adults and access to social-emotional supports. At the same time, areas for growth were identified, including meaningful participation at school, perceptions of caring adults, and reports of peer conflict. Although based on a smaller sample size, these results provide valuable insight into student experience and reinforce the need to strengthen student voice, belonging, and positive peer interactions.

Collectively, these data sources indicate a need to strengthen Tier 1 instruction, particularly in mathematics, accelerate learning to close achievement gaps, and improve outcomes for English Learners through integrated language development. Additionally, the data highlights the importance of strengthening schoolwide systems that support student engagement, behavior, and attendance. A more consistent and aligned implementation of high-leverage instructional practices, coupled with developmentally appropriate behavioral supports and increased opportunities for student voice and participation, will be critical to improving outcomes for all students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.38%	0.74%	1.12%	1	2	3
African American	4.18%	5.58%	4.49%	11	15	12
Asian	22.43%	18.22%	21.72%	59	49	58
Filipino	3.04%	2.97%	6.37%	8	8	17
Hispanic/Latino	49.81%	52.04%	48.31%	131	140	129
Pacific Islander	1.90%	1.86%	2.25%	5	5	6
White	11.03%	10.78%	8.99%	29	29	24
Multiple/No Response	6.84%	7.06%	6.37%	18	19	17
Total Enrollment				263	269	267

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	34
Kindergarten	38	30	32
Grade 1	35	46	34
Grade 2	43	40	46
Grade3	37	42	39
Grade 4	58	40	42
Grade 5	52	49	40
Total Enrollment	263	269	267

Conclusions based on this data:

1. Bracher's enrollment has increased from 236 students in 2022–2023 to 269 students in 2024–2025, while Hispanic/Latino students now comprise 52.04% of the school population. This trend reinforces the need for instructional systems that effectively support the academic and linguistic needs of the school's largest student group.
2. Enrollment by grade level continues to fluctuate, with notable increases and decreases across cohorts, including Grade 1 rising to 46 students and Grade 4 declining to 40 students in 2024–2025.

3. Bracher's student demographics continue to shift over time, with growth in Hispanic/Latino enrollment and declines in the proportion of White and Asian students. This evolving student population underscores the importance of culturally responsive practices and inclusive family engagement.

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	68	66	63	24.2%	25.9%	23.6%
Fluent English Proficient (FEP)	45	38	36	15.3%	17.1%	13.5%
Reclassified Fluent English Proficient (RFEP)	17	16		6.8%	6.50%	

Conclusions based on this data:

1. The number and percentage of English Learners at Bracher have remained relatively stable over the past three years, with 66 students identified as English Learners in 2024–2025, representing 24.5% of total enrollment. This indicates that approximately one in four students requires integrated language development and consistent access to core instruction with appropriate linguistic supports.
2. Fluent English Proficient enrollment increased from 36 students in 2022–2023 to 45 students in 2023–2024, then declined to 38 students in 2024–2025. This fluctuation suggests a need to better monitor how students are progressing through language acquisition stages and to ensure that supports remain responsive as students move toward proficiency.
3. The number of Reclassified Fluent English Proficient students has remained essentially flat, with 16 students in both 2022–2023 and 2024–2025. When considered alongside stable English Learner enrollment, this suggests a need to strengthen instructional systems that accelerate English Learner progress and support reclassification outcomes over time.

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	48	37	42	47	35	42	47	35	42	97.9	94.6	100
Grade 4	45	57	40	43	55	38	43	55	38	95.6	96.5	95
Grade 5	46	58	51	44	52	51	44	52	51	95.7	89.7	100
All Grades	139	152	133	134	142	131	134	142	131	96.4	93.4	98.5

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	2397.	2409.	2421.	21.28	34.29	33.33	14.89	11.43	21.43	17.02	14.29	9.52	46.81	40.00	35.71
Grade 4	2475.	2426.	2451.	34.88	21.82	31.58	25.58	20.00	10.53	13.95	10.91	18.42	25.58	47.27	39.47
Grade 5	2439.	2500.	2465.	13.64	25.00	17.65	27.27	28.85	23.53	6.82	19.23	15.69	52.27	26.92	43.14
All Grades	N/A	N/A	N/A	23.13	26.06	26.72	22.39	21.13	19.08	12.69	14.79	14.50	41.79	38.03	39.69

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	12.77	22.86	21.43	61.70	57.14	52.38	25.53	20.00	26.19
Grade 4	25.58	14.55	21.05	55.81	60.00	52.63	18.60	25.45	26.32
Grade 5	6.82	25.00	19.61	52.27	42.31	52.94	40.91	32.69	27.45
All Grades	14.93	20.42	20.61	56.72	52.82	52.67	28.36	26.76	26.72

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	14.89	22.86	30.95	44.68	25.71	35.71	40.43	51.43	33.33
Grade 4	21.43	9.09	15.79	57.14	52.73	47.37	21.43	38.18	36.84
Grade 5	18.18	21.15	19.61	34.09	53.85	47.06	47.73	25.00	33.33
All Grades	18.05	16.90	22.14	45.11	46.48	43.51	36.84	36.62	34.35

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	4.26	17.14	7.14	65.96	62.86	61.90	29.79	20.00	30.95
Grade 4	13.95	9.09	15.79	69.77	63.64	60.53	16.28	27.27	23.68
Grade 5	9.09	15.38	0.00	45.45	63.46	70.59	45.45	21.15	29.41
All Grades	8.96	13.38	6.87	60.45	63.38	64.89	30.60	23.24	28.24

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	14.89	17.14	19.05	51.06	57.14	52.38	34.04	25.71	28.57
Grade 4	20.93	10.91	21.05	55.81	65.45	60.53	23.26	23.64	18.42
Grade 5	11.36	19.23	11.76	45.45	61.54	50.98	43.18	19.23	37.25
All Grades	15.67	15.49	16.79	50.75	61.97	54.20	33.58	22.54	29.01

Conclusions based on this data:

1. English Language Arts performance at Bracher declined slightly from 47.2% meeting or exceeding standards in 2024 to 45.8% in 2025, indicating that overall achievement has not yet stabilized at a level sufficient to meet school goals. This suggests a need to strengthen and consistently implement Tier 1 literacy practices across classrooms to improve outcomes for all students.
2. Subgroup performance in English Language Arts shows significant disparities, particularly for English Learners, students with disabilities, and Socioeconomically Disadvantaged students. In 2025, 0.0% of English Learners, 15.9% of students with disabilities, and 26.5% of Socioeconomically Disadvantaged students met or exceeded standards, indicating that access to grade-level literacy instruction is not yet producing equitable outcomes across student groups.
3. Although overall ELA performance remains below desired levels, the data suggests that Hispanic/Latino students performed somewhat stronger than other high-need groups at 36.4% meeting or exceeding standards, while still remaining well below the all-student rate. This pattern indicates that while some subgroup progress may be emerging, substantial work remains to close achievement gaps and accelerate literacy outcomes for historically underserved students.

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	48	37	42	48	35	42	48	35	42	100.0	94.6	100
Grade 4	45	57	40	44	55	39	44	55	39	97.8	96.5	97.5
Grade 5	46	58	51	46	57	48	46	57	48	100.0	98.3	94.1
All Grades	139	152	133	138	147	129	138	147	129	99.3	96.7	97

* 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	2400.	2409.	2405.	12.50	25.71	16.67	22.92	11.43	26.19	20.83	14.29	19.05	43.75	48.57	38.10
Grade 4	2480.	2438.	2427.	25.00	20.00	17.95	18.18	16.36	17.95	36.36	21.82	20.51	20.45	41.82	43.59
Grade 5	2466.	2489.	2459.	21.74	26.32	8.33	8.70	12.28	14.58	23.91	15.79	27.08	45.65	45.61	50.00
All Grades	N/A	N/A	N/A	19.57	23.81	13.95	16.67	13.61	19.38	26.81	17.69	22.48	36.96	44.90	44.19

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	16.67	28.57	16.67	43.75	31.43	45.24	39.58	40.00	38.10
Grade 4	25.00	23.64	20.51	52.27	30.91	38.46	22.73	45.45	41.03
Grade 5	19.57	24.56	8.33	36.96	35.09	50.00	43.48	40.35	41.67
All Grades	20.29	25.17	14.73	44.20	32.65	44.96	35.51	42.18	40.31

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	20.83	28.57	21.43	33.33	22.86	42.86	45.83	48.57	35.71
Grade 4	25.00	14.55	12.82	50.00	45.45	43.59	25.00	40.00	43.59
Grade 5	17.39	17.54	6.25	45.65	45.61	47.92	36.96	36.84	45.83
All Grades	21.01	19.05	13.18	42.75	40.14	44.96	36.23	40.82	41.86

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	10.42	31.43	14.29	64.58	37.14	57.14	25.00	31.43	28.57
Grade 4	22.73	16.36	20.51	59.09	54.55	38.46	18.18	29.09	41.03
Grade 5	8.70	19.30	6.25	50.00	49.12	58.33	41.30	31.58	35.42
All Grades	13.77	21.09	13.18	57.97	48.30	51.94	28.26	30.61	34.88

Conclusions based on this data:

1. Overall mathematics performance declined in 2024–2025, with 33.33% of students meeting or exceeding standards compared to 37.42% in 2023–2024, while 44.19% did not meet standards. This trend confirms mathematics as a critical area of need and indicates that current instructional efforts are not yet producing consistent grade-level outcomes for all students.
2. Grade-level mathematics performance was uneven, with Grade 3 showing relative improvement while Grades 4 and 5 declined, particularly in the percentage of students exceeding standards. These patterns suggest that students are not experiencing sufficiently consistent mathematical instruction and support across grade levels.
3. Claim area results identify continued need in higher-level mathematical thinking, particularly in Problem Solving and Modeling/Data Analysis and Communicating Reasoning, where below-standard performance increased overall in 2024–2025. This suggests a need to strengthen instruction that develops conceptual understanding, mathematical discourse, and application of problem-solving strategies.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	1391.5	1421.7	*	1396.7	1424.3	*	1379.4	1415.3	10	23	13
1	*	*	1362.2	*	*	1364.8	*	*	1358.9	9	7	19
2	1449.7	*	1429.1	1464.3	*	1421.5	1434.7	*	1436.1	14	5	13
3	1452.8	1479.5	*	1456.2	1492.4	*	1448.7	1466.2	*	14	11	5
4	*	1489.2	1469.7	*	1492.5	1470.4	*	1485.5	1468.5	10	17	15
5	*	1460.5	1555.0	*	1458.2	1523.7	*	1462.4	1585.7	9	16	12
All Grades										66	79	77

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	*	21.74	15.38	*	30.43	30.77	*	17.39	38.46	*	30.43	15.38	*	23	13
1	*	*	0.00	*	*	15.79	*	*	31.58	*	*	52.63	*	*	19
2	0.00	*	7.69	35.71	*	46.15	42.86	*	15.38	21.43	*	30.77	14	*	13
3	7.14	9.09	*	7.14	36.36	*	57.14	36.36	*	28.57	18.18	*	14	11	*
4	*	17.65	20.00	*	17.65	33.33	*	23.53	20.00	*	41.18	26.67	*	17	15
5	*	6.25	58.33	*	31.25	16.67	*	25.00	16.67	*	37.50	8.33	*	16	12
All Grades	13.64	12.66	16.88	22.73	30.38	27.27	37.88	29.11	27.27	25.76	27.85	28.57	66	79	77

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	*	26.09	7.69	*	30.43	38.46	*	13.04	38.46	*	30.43	15.38	*	23	13
1	*	*	5.26	*	*	15.79	*	*	31.58	*	*	47.37	*	*	19
2	28.57	*	15.38	21.43	*	38.46	28.57	*	23.08	21.43	*	23.08	14	*	13
3	14.29	36.36	*	21.43	45.45	*	35.71	0.00	*	28.57	18.18	*	14	11	*
4	*	23.53	40.00	*	35.29	20.00	*	17.65	20.00	*	23.53	20.00	*	17	15
5	*	31.25	58.33	*	25.00	33.33	*	0.00	0.00	*	43.75	8.33	*	16	12
All Grades	22.73	24.05	23.38	31.82	37.97	27.27	22.73	11.39	23.38	22.73	26.58	25.97	66	79	77

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		13.04	15.38		26.09	23.08		21.74	61.54		39.13	0.00		23	13
1		*	0.00		*	26.32		*	31.58		*	42.11		*	19
2		*	7.69		*	38.46		*	15.38		*	38.46		*	13
3		0.00	*		27.27	*		27.27	*		45.45	*		11	*
4		11.76	6.67		5.88	33.33		35.29	26.67		47.06	33.33		17	15
5		0.00	50.00		12.50	16.67		43.75	25.00		43.75	8.33		16	12
All Grades	3.03	8.86	12.99	25.76	20.25	25.97	34.85	30.38	35.06	36.36	40.51	25.97	66	79	77

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	*	21.74	23.08	*	52.17	61.54	*	26.09	15.38	*	23	13
1	*	*	10.53	*	*	36.84	*	*	52.63	*	*	19
2	21.43	*	30.77	57.14	*	46.15	21.43	*	23.08	14	*	13
3	7.14	18.18	*	50.00	72.73	*	42.86	9.09	*	14	11	*
4	*	29.41	20.00	*	35.29	46.67	*	35.29	33.33	*	17	15
5	*	6.25	16.67	*	56.25	75.00	*	37.50	8.33	*	16	12
All Grades	19.70	18.99	19.48	53.03	54.43	49.35	27.27	26.58	31.17	66	79	77

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	*	43.48	7.69	*	21.74	61.54	*	34.78	30.77	*	23	13
1	*	*	0.00	*	*	52.63	*	*	47.37	*	*	19
2	28.57	*	15.38	50.00	*	61.54	21.43	*	23.08	14	*	13
3	7.14	45.45	*	64.29	36.36	*	28.57	18.18	*	14	11	*
4	*	23.53	40.00	*	52.94	33.33	*	23.53	26.67	*	17	15
5	*	50.00	91.67	*	6.25	0.00	*	43.75	8.33	*	16	12
All Grades	19.70	35.44	27.27	56.06	36.71	44.16	24.24	27.85	28.57	66	79	77

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	*	13.04	7.69	*	56.52	84.62	*	30.43	7.69	*	23	13
1	*	*	10.53	*	*	26.32	*	*	63.16	*	*	19
2	7.14	*	15.38	35.71	*	46.15	57.14	*	38.46	14	*	13
3	0.00	0.00	*	14.29	27.27	*	85.71	72.73	*	14	11	*
4	*	5.88	13.33	*	47.06	40.00	*	47.06	46.67	*	17	15
5	*	0.00	41.67	*	43.75	41.67	*	56.25	16.67	*	16	12
All Grades	9.09	8.86	15.58	39.39	46.84	44.16	51.52	44.30	40.26	66	79	77

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	*	26.09	84.62	*	39.13	7.69	*	34.78	7.69	*	23	13
1	*	*	0.00	*	*	57.89	*	*	42.11	*	*	19
2	0.00	*	15.38	78.57	*	53.85	21.43	*	30.77	14	*	13
3	14.29	0.00	*	71.43	90.91	*	14.29	9.09	*	14	11	*
4	*	11.76	26.67	*	64.71	33.33	*	23.53	40.00	*	17	15
5	*	0.00	41.67	*	68.75	50.00	*	31.25	8.33	*	16	12
All Grades	16.67	11.39	28.57	68.18	62.03	44.16	15.15	26.58	27.27	66	79	77

Conclusions based on this data:

- Overall ELPAC results show limited growth in English proficiency over time, with 16.88% of students performing at Level 4 in 2024–2025, while 28.57% remained at Level 1. This pattern indicates that a substantial proportion of English Learners continue to require significant language support to reach full proficiency.
- Reading and writing remain areas of concern across grades, with 40.26% of students in the Beginning level in Reading and 27.27% in the Beginning level in Writing in 2024–2025. These results suggest a need to strengthen

language development within core instruction, particularly in literacy-based tasks requiring comprehension and written expression.

3. ELPAC domain results show stronger performance in oral language than in literacy-based domains, indicating that students are developing speaking and listening skills more successfully than reading and writing skills. This gap highlights the need for more intentional instructional support in academic language, reading, and writing across content areas.

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
269	35.7%	24.5%	0.4%
Total Number of Students enrolled in Bracher Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	24.5%
Foster Youth	1	0.4%
Homeless	6	2.2%
Socioeconomically Disadvantaged	96	35.7%
Students with Disabilities	67	24.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	5.6%
American Indian	2	0.7%
Asian	49	18.2%
Filipino	8	3%
Hispanic	140	52%
Two or More Races	19	7.1%
Pacific Islander	5	1.9%
White	29	10.8%

Conclusions based on this data:

1. Bracher serves a student population with multiple overlapping areas of need, including 35.7% Socioeconomically Disadvantaged students, 24.5% English Learners, and 24.9% Students with Disabilities. This indicates a continued

need for strong Tier 1 instruction and targeted academic and behavioral supports that are responsive to a diverse range of learner needs.

2. More than half of Bracher's students identify as Hispanic, representing 52.0% of total enrollment, while English Learners make up nearly one-fourth of the school population. This demographic profile reinforces the importance of culturally responsive instruction, integrated language development, and strong family engagement practices.
3. Although smaller in number, Bracher also serves students experiencing homelessness, foster youth, and other historically underserved groups whose needs may require additional coordination and support. This highlights the importance of maintaining systems that ensure equitable access to academic, social-emotional, and family support services across student groups.

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  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. Bracher’s 2025 Dashboard shows Orange performance levels across all reported indicators, including English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism, and Suspension Rate. This indicates that improvement is needed across both academic and school climate measures, rather than in one isolated area.

2. The consistency of Orange ratings across academic, engagement, and climate indicators suggests that student outcomes are being affected by interconnected factors, including instructional access, attendance, and behavior. This reinforces the need for a coordinated schoolwide approach that strengthens both Tier 1 instruction and student support systems.
3. Mathematics, English Language Arts, and English Learner Progress all remain in the same performance band as Chronic Absenteeism and Suspension Rate, indicating that academic growth and student engagement challenges are occurring at the same time. This pattern highlights the importance of aligning academic, behavioral, and attendance systems in order to improve overall school performance.

School and Student Performance Data

Academic Performance English Language Arts

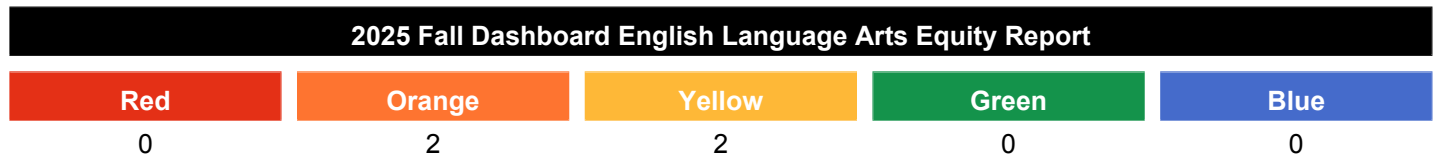
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 17.4 points below standard Maintained -1.3 points 124 Students	English Learners  Yellow 51.1 points below standard Increased 33.9 points 37 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 63.1 points below standard Declined 16.5 points 49 Students

Students with Disabilities  Orange 101.6 points below standard Increased 8.1 points 43 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 54.5 points above standard Increased 46.2 points 21 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 43.8 points below standard Increased 4.4 points 78 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0.7 points above standard Maintained -2.6 points 12 Students

Conclusions based on this data:

1. Bracher's overall English Language Arts performance remains below standard at 17.4 points below standard for All Students, with little year-to-year change. This indicates that while performance has held relatively steady, stronger acceleration is needed to move more students to grade-level proficiency.
2. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to perform significantly below standard in English Language Arts, with Students with Disabilities furthest from standard at 101.6 points below and Socioeconomically Disadvantaged students at 63.1 points below. These results indicate persistent gaps in access and outcomes for historically underserved student groups.
3. Some student groups showed improvement in distance from standard, including English Learners, Students with Disabilities, Hispanic students, and Asian students, but these gains have not yet resulted in equitable overall performance. This suggests that current supports may be helping some groups improve, but greater consistency and stronger Tier 1 instruction are needed to close gaps across the school.

School and Student Performance Data

Academic Performance Mathematics

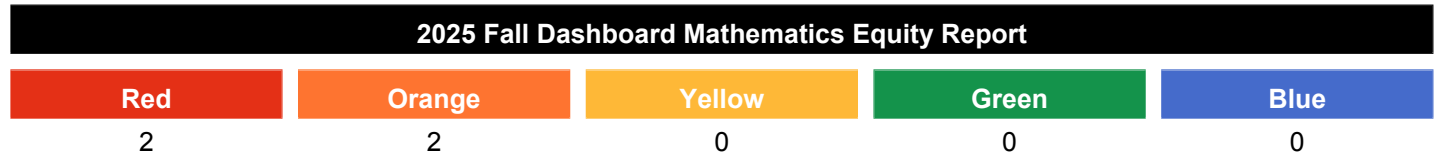
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 50.8 points below standard Declined 20.3 points 123 Students	English Learners  Orange 91.5 points below standard Maintained -2.6 points 38 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Red 98.1 points below standard Declined 41.4 points 49 Students

Students with Disabilities  Red 123.4 points below standard Declined 14.7 points 42 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 26.7 points above standard Increased 41.6 points 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 79.4 points below standard Declined 20 points 76 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 44.4 points below standard Declined 44.5 points 12 Students

Conclusions based on this data:

1. Bracher's overall mathematics performance is a significant area of concern, with All Students performing 50.8 points below standard and declining 20.3 points from the prior year. This indicates that current instructional efforts are not yet producing sufficient acceleration in mathematics achievement.
2. Students with Disabilities, Socioeconomically Disadvantaged students, English Learners, and Hispanic students all remain substantially below standard in mathematics, with Students with Disabilities furthest from standard at 123.4 points below. These results show persistent and significant gaps in mathematics outcomes for historically underserved student groups.
3. Mathematics performance declined for most major student groups, including All Students, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and White students, while English Learners showed little change. This pattern suggests the need for a stronger and more consistent schoolwide approach to Tier 1 math instruction, intervention, and access to grade-level content.

School and Student Performance Data

Academic Performance Science

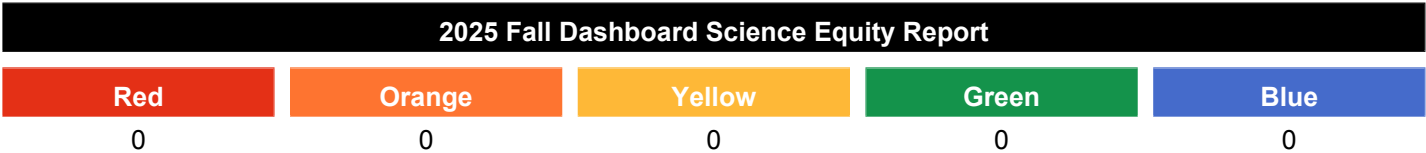
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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  Yellow 51.3 science points Declined 2.5 points 48 Students	English Learners  No Performance Color 47.1 science points Increased 16.4 points 16 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 43.4 science points Declined 4.9 points 24 Students

Students with Disabilities  No Performance Color 37.5 science points Increased 11.4 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 48.3 science points Maintained 0.9 points 31 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Bracher's overall science performance was 51.3 points, with a slight decline of 2.5 points from the prior year. This suggests that science performance has remained relatively stable overall, but has not yet shown meaningful growth.
2. Among student groups with reportable data, science performance was mixed, with English Learners and Students with Disabilities showing improvement, while Socioeconomically Disadvantaged students declined, and Hispanic students remained largely unchanged. This indicates that science outcomes are not yet improving consistently across student groups.
3. Because most student groups did not receive a performance color due to small group size, science results should be interpreted cautiously; however, the available data still suggests a need to strengthen access to grade-level science instruction and support equitable outcomes across student groups.

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
53.1 making progress.	making progress.
Number Students: 49 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
22.4%	24.5%	0%	53.1%

Conclusions based on this data:

1. In 2025, 53.1% of current English Learners made progress toward English language proficiency, while 22.4% decreased by at least one ELPI level. This indicates that although over half of English Learners are progressing, a significant portion are not yet demonstrating steady language growth.
2. Nearly one-fourth of English Learners, 24.5%, maintained lower ELPI levels rather than progressing, and no students maintained ELPI Level 4. This suggests that many students are not yet moving through language proficiency levels at the rate needed for long-term academic success and reclassification.
3. The English Learner Progress Indicator reflects both progress and inconsistency, showing that language development systems are producing gains for some students but not yet strong enough to ensure more uniform outcomes across the English Learner population. This reinforces the need for more consistent integrated and designated English Language Development support across the school.

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



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



Orange

20% Chronically Absent

Maintained -0.1

295 Students

English Learners



Yellow

20% Chronically Absent

Declined 9.5

85 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Socioeconomically Disadvantaged



Orange

28.6% Chronically Absent

Declined 0.5

140 Students

Students with Disabilities  Red 28.2% Chronically Absent Increased 7.2 78 Students	African American  No Performance Color 25% Chronically Absent Maintained 0 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 13.3% Chronically Absent Increased 0.8 60 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Red 23.7% Chronically Absent Maintained -0.3 152 Students
Two or More Races  No Performance Color 22.7% Chronically Absent Increased 6.9 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 6.9% Chronically Absent Declined 5.6 29 Students

Conclusions based on this data:

1. Chronic absenteeism remains a significant concern at Bracher, with 20.0% of All Students chronically absent and little overall improvement from the prior year. This indicates that attendance continues to be a barrier to consistent access to instruction for a substantial portion of students.
2. Chronic absenteeism is especially elevated for Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, with rates of 28.2%, 28.6%, and 23.7% respectively. These patterns suggest that attendance challenges are disproportionately affecting student groups already experiencing academic risk.
3. While some groups showed improvement, including English Learners and White students, the overall pattern remains uneven across student groups, with increases also seen for Students with Disabilities, Asian students, and students identifying as Two or More Races. This indicates a need for a more targeted and consistent schoolwide approach to attendance support and early intervention.

School and Student Performance Data

Conditions & Climate Suspension Rate

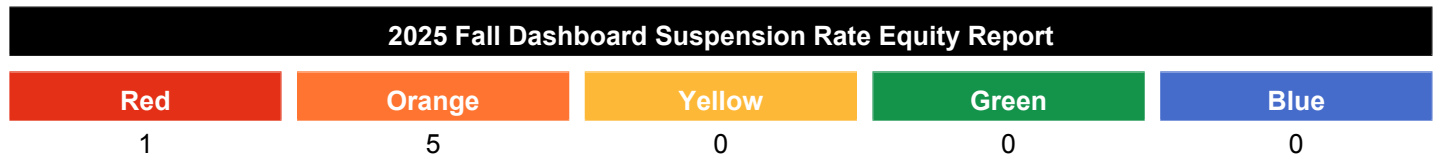
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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  Orange 2.9% suspended at least one day Increased 0.7% 308 Students	English Learners  Orange 2.2% suspended at least one day Increased 2.2% 89 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Orange 5.4% suspended at least one day Increased 4% 149 Students

Students with Disabilities  Red 7.5% suspended at least one day Increased 1.3% 80 Students	African American  No Performance Color 0% suspended at least one day Declined 8.3% 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 3.2% suspended at least one day Increased 0.6% 62 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 3.1% suspended at least one day Increased 1.2% 160 Students
Two or More Races  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 3.2% suspended at least one day Increased 0.3% 31 Students

Conclusions based on this data:

1. Bracher's suspension rate increased to 2.9% in 2025, indicating a worsening trend in school climate and student behavioral outcomes. This suggests a continued need to strengthen proactive behavior supports and reduce the use of exclusionary discipline.
2. Suspension rates were highest for Students with Disabilities and Socioeconomically Disadvantaged students, at 7.5% and 5.4% respectively. These patterns indicate that suspension is disproportionately affecting student groups who already face increased academic and engagement risks.
3. Suspension rates also increased for several other student groups, including English Learners, Hispanic students, Asian students, White students, and students identifying as Two or More Races, showing that the increase was not isolated to a single subgroup. This suggests the need for a more consistent and schoolwide approach to behavior support, early intervention, and restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

All students will demonstrate measurable academic growth toward mastery of California State Standards in English Language Arts, Mathematics, and Science, and the school will increase academic achievement overall while improving outcomes for historically underserved student groups and narrowing achievement gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Data from the 2025 California School Dashboard and local assessments indicates persistent underperformance across English Language Arts, Mathematics, and Science, with mathematics emerging as Bracher's most significant academic need. In English Language Arts, All Students performed 17.4 points below standard, while English Learners were 51.1 points below standard, Socioeconomically Disadvantaged students were 63.1 points below standard, and Students with Disabilities were 101.6 points below standard. In Mathematics, All Students performed 50.8 points below standard and declined 20.3 points from the prior year. Mathematics subgroup performance reflects even greater concern, with English Learners 91.5 points below standard, Socioeconomically Disadvantaged students 98.1 points below standard, Students with Disabilities 123.4 points below standard, and Hispanic/Latino students 79.4 points below standard.

Local assessment data reinforces these trends. Current i-Ready results show that in mathematics, only about 18% of students in grades K–5 are performing at mid or above grade level, while approximately 25% are performing two or more grade levels below. In reading, approximately 26% of students in grades 3–5 are performing at mid or above grade level, while approximately 36% are performing two or more grade levels below. Growth data also shows that while some students are improving, progress is inconsistent across grades and student groups and is not yet strong enough to close achievement gaps at the rate needed.

Science performance also requires continued attention. Bracher's overall science performance was 51.3 points, representing a decline of 2.5 points from the prior year. Subgroup performance was mixed, with English Learners and Students with Disabilities showing improvement, while Socioeconomically Disadvantaged students declined and Hispanic/Latino students remained relatively unchanged. These findings suggest that science achievement is not yet improving consistently across student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 3-5	Spring 2025 Baseline: 45.8% Overall met/exceeded standard 0.0% English Learners met/exceeded standard 36.4% Hispanic/Latino students met/exceeded standard 26.5% Socioeconomically Disadvantaged students met/exceeded standard 15.9% Students with Disabilities met/exceeded standard	Spring 2026 Expected Outcome: 50.0% Overall meeting/exceeding standard 5.0% English Learners meeting/exceeding standard 40.0% Hispanic/Latino students meeting/exceeding standard 30.0% Socioeconomically Disadvantaged students meeting/exceeding standard 20.0% Students with Disabilities meeting/exceeding standard
i-Ready Reading Grades 3-5	Spring 2026 Baseline: 26.0% Overall mid or above grade level 0.0% English Learners mid or above grade level 18.8% Hispanic/Latino students mid or above grade level 14.0% Socioeconomically Disadvantaged students mid or above grade level 8.1% Students with Disabilities mid or above grade level	Spring 2027 Expected Outcome: 32.0% Overall mid or above grade level 5.0% English Learners mid or above grade level 24.0% Hispanic/Latino students mid or above grade level 20.0% Socioeconomically Disadvantaged students mid or above grade level 14.0% Students with Disabilities mid or above grade level
CAASPP Mathematics Grades 3-5	Spring 2025 Baseline: 33.3% Overall met/exceeded standard 0.0% English Learners met/exceeded standard 23.5% Hispanic/Latino students met/exceeded standard 12.5% Socioeconomically Disadvantaged students met/exceeded standard 13.6% Students with Disabilities met/exceeded standard	Spring 2026 Expected Outcome: 38.0% Overall meeting/exceeding standard 5.0% English Learners meeting/exceeding standard 28.0% Hispanic/Latino students meeting/exceeding standard 18.0% Socioeconomically Disadvantaged students meeting/exceeding standard 18.0% Students with Disabilities meeting/exceeding standard
i-Ready Mathematics Grades K-5	Spring 2026 Baseline: 18.0% Overall mid or above grade level 4.5% English Learners mid or above grade level 8.5% Hispanic/Latino students mid or above grade level 3.8% Socioeconomically Disadvantaged students mid or above grade level 6.7% Students with Disabilities mid or above grade level	Spring 2027 Expected Outcome: 24.0% Overall mid or above grade level 10.0% English Learners mid or above grade level 15.0% Hispanic/Latino students mid or above grade level 10.0% Socioeconomically Disadvantaged students mid or above grade level 12.0% Students with Disabilities mid or above grade level
CAST Science	Spring 2025 Baseline: All Students: 51.3 points	Spring 2026 Expected Outcome: All Students: 56 points

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 instructional materials and supplies that support standards-aligned core instruction, intervention, and enrichment in English Language	English Learners, Hispanic Students, Socioeconomically	1500 Targeted Allocation

	Arts, Mathematics, and Science. Materials may include, but are not limited to, foundational literacy resources, supplemental Origo math tools, science and STEAM materials, Special Education assessment and instructional materials, AVMR supplies, nonfiction text sets, student organizational materials, and other classroom resources that strengthen access to grade-level content and support student learning and growth.	Disadvantaged Students, Students with Disabilities, All Students	4000-4999: Books And Supplies Materials
1.2	Provide software, subscriptions, and instructional licenses that support student learning, growth, and intervention in core academic areas. Resources may include, but are not limited to, ST Math, Mystery Science, BrainPOP, Scholastic News, and other digital tools that support differentiated instruction, academic engagement, standards-based learning, and intervention.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, All Students	4600 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Subscriptions
1.3	Provide staffing and release time to support intervention, enrichment, data analysis, planning, and collaboration in English Language Arts, Mathematics, and Science. This may include intervention and enrichment teachers, paraeducators, substitute teachers, hourly certificated time, classified support staff, and/or STLA staff to facilitate small group instruction, analyze student data, develop and review common formative assessments, support classroom implementation, and strengthen instructional responsiveness to student needs.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students,	34069 Targeted Allocation 2000-2999: Classified Personnel Salaries Other Classified Hourly (2915 03) 5000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes for Release Time
1.4	Provide professional development and collaborative learning opportunities focused on improving instruction in core academic areas. Professional learning may include, but is not limited to, mathematics instructional practices, literacy instruction, science instruction, Professional Learning Communities, differentiated instruction, English Learner supports, and implementation of high-leverage Tier 1 practices to improve student achievement and close academic gaps.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, All Students	1500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Non-instructional funds for planning 2000 Targeted Allocation 4000-4999: Books And Supplies Professional Development Books and Materials
1.5	Provide standards-aligned enrichment opportunities and experiences that extend learning in English Language Arts, Mathematics, and Science. These opportunities may include field trips, assemblies, hands-on learning experiences, gardening, and classroom-based enrichment activities that deepen content understanding, increase student engagement, and connect academic learning to authentic contexts.	English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, All Students	0 Donations None Specified field trips, assemblies, hands-on learning experiences, gardening, and classroom-based enrichment activities

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.

During the 2025–2026 school year, Bracher Elementary implemented a range of strategies to support student achievement in English Language Arts, Mathematics, and Science, including instructional materials, software and supplemental programs, staffing support for intervention and collaboration, and professional development opportunities. Staff continued to use Professional Learning Communities (PLCs) to analyze student data, review standards, and plan instruction and intervention. Site efforts also supported improved participation in statewide assessments, and participation rates in both English Language Arts and Mathematics increased from the prior year, helping reduce the risk of accountability penalties associated with low testing participation. Implementation this year also included more intentional use of staff and structures to strengthen Tier 1 support. Bracher became more creative with classroom paraeducator schedules in order to provide additional instructional support in Kindergarten through second-grade classrooms, where foundational academic skills and early intervention are especially critical. PLC team leaders also began developing a Tier 1 Playbook focused on identifying and promoting high-leverage Tier 1 instructional practices, with particular attention to engagement, opportunities to respond, and small group instruction. In science, the Mystery Science subscription was actively utilized by multiple teachers across the site, with several teachers recording substantial lesson usage during the school year, indicating that the resource supported regular science instruction and classroom implementation .

The effectiveness of implementation was mixed across the core academic areas. In English Language Arts, overall performance remained below standard, but several student groups, including English Learners, Students with Disabilities, Hispanic/Latino students, and Asian students, improved in distance from standard, suggesting that some current supports are contributing to student growth. In Mathematics, however, performance declined overall and remained significantly below standard for All Students and historically underserved student groups, indicating that current strategies have not yet resulted in the level of acceleration needed. Local i-Ready data further reflects this pattern, showing that many students remain below grade level, particularly in mathematics, and that growth is inconsistent across grades and student groups. Science results were mixed, with slight overall decline and uneven subgroup performance. Overall, current strategies supported some areas of improvement, particularly in participation, implementation of science resources, foundational Tier 1 alignment, and select student group progress in ELA, but the results indicate that stronger and more consistent impact is still needed, especially in mathematics.

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

One major difference between the intended plan and actual implementation involved staffing support for intervention and enrichment. Staffing resources intended to support intervention and student growth were not always available for their original purpose due to site needs and coverage demands. This limited the full implementation of intervention and support structures as originally planned. In addition, some planned expenditures were adjusted based on actual staffing availability and operational needs during the school year. Despite these adjustments, the site continued to prioritize collaboration, instructional support, and student access to core content instruction.

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.

As a result of this analysis, Goal 1 will continue to focus on English Language Arts, Mathematics, and Science, with a stronger emphasis on improving mathematics outcomes and accelerating progress for historically underserved student groups. The annual measurable outcomes have been updated to reflect current baseline data from the 2025 California School Dashboard and the most recent i-Ready diagnostics, including subgroup outcomes for English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities. Metrics were refined to ensure closer alignment between state and local measures and the identified academic needs. Strategies and activities were also updated to better reflect site priorities, including strengthened Tier 1 instructional support, continued use of paraeducator schedules to support foundational instruction in primary grades, ongoing PLC development through the creation of a Tier 1 Playbook, and continued implementation of instructional resources that support standards-aligned teaching in English Language Arts, Mathematics, and Science. These changes are reflected in the revised Goal 1 description, identified need, annual measurable outcomes, and strategies/activities sections of the 2026–2027 SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Learner Language Development and Access

English Learners at Bracher Elementary will demonstrate measurable growth in English language proficiency and improved academic outcomes through increased access to standards-aligned instruction, language development supports, and equitable participation in the school program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Current data indicate that English Learners continue to experience significant academic and language development needs across multiple measures. In English Language Arts, English Learners performed 51.1 points below standard on the 2025 California School Dashboard. In Mathematics, English Learners performed 91.5 points below standard, reflecting even greater distance from grade-level expectations. On CAASPP, 0.0% of English Learners met or exceeded standards in both English Language Arts and Mathematics in Spring 2025, indicating persistent gaps in academic performance.

Local assessment data reinforces these findings. On the most recent i-Ready Reading diagnostic for grades 3–5, 0.0% of English Learners were performing at mid or above grade level. On the most recent i-Ready Mathematics diagnostic for grades K–5, only 4.5% of English Learners were performing at mid or above grade level. These results indicate that many English Learners continue to require substantial support in both literacy and mathematics in order to access grade-level standards successfully.

English language development data also shows inconsistent progress. On the 2025 English Learner Progress Indicator, 53.1% of current English Learners made progress toward English language proficiency, while 24.5% maintained lower ELPI levels and 22.4% decreased by at least one ELPI level. ELPAC results further indicate continued need in literacy-based language domains, particularly reading and writing, where a substantial percentage of students remain in the Beginning performance level.

Science access also remains an area of concern. On the 2025 Dashboard Science report, English Learners showed improvement but still performed at 47.1 science points, and subgroup results remain limited by small numbers. Taken together, these data indicate a continued need to improve English Learner access to grade-level instruction, strengthen language development across content areas, and increase family access to information and support services that help students participate successfully in school.

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-ELPI	Spring 2025 Baseline: 53.1% of English Learners made progress toward English language proficiency	Spring 2026 Expected Outcome: 60% of English Learners will make progress toward English language proficiency
CAASPP ELA	Spring 2025 Baseline: 0% of English Learners met/exceeded standard	Spring 2026 Expected Outcome: 5% of English Learners will meet/exceed standard
i-Ready Reading Grades 3-5	Spring 2026 Baseline: 0.0% of English Learners performed mid or above grade level	Spring 2027 Expected Outcome: 5.0% of English Learners will perform mid or above grade level
CAASPP Mathematics Grades 3-5	Spring 2025 Baseline: 0.0% of English Learners met/exceeded standard	Spring 2026 Expected Outcome: 5% of English Learners will meet/exceed standard
iReady Mathematics Grades K-5	Spring 2026 Baseline: 4.5% of English Learners performed mid or above grade level	Spring 2027 Expected Outcome: 10.0% of English Learners will perform mid or above grade level

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
2.1	Provide translation, interpretation, and language-access supports for English Learners and their families to strengthen participation in the school program and support access to important academic information, meetings, and services.	English Learners, Hispanic Students	2000 Targeted Allocation 2000-2999: Classified Personnel Salaries Translation and interpretation services
2.2	Provide additional staffing and/or extended staff hours to support English Learner language development and academic access. Supports may include, but are not limited to, STLA, increased ELSAT hours, designated ELD small group instruction, tutoring, and other targeted supports that strengthen English language development and access to grade-level content.	English Learners, Hispanic Students	10800 Targeted Allocation 2000-2999: Classified Personnel Salaries Support could include, but is not limited to: Increasing ELSAT hours Tutoring Language Club
2.3	Provide resources and targeted supports for students identified as newcomers and for English Learners who require additional language access support. Resources may include, but are not limited to, professional development, supplemental curricular materials, multilingual books and media, tutoring, additional staff planning time, and other supports that help students access instruction and successfully participate in the school program.	English Learners, Hispanic Students	1000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Supplemental PD expenses, materials, stipends 1000 Targeted Allocation 4000-4999: Books And Supplies Books, Materials, Supplies

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.

During the 2025–2026 school year, Bracher Elementary implemented several strategies to support English Learners through language development, academic access, and family communication. Translation and interpretation services were provided to approximately 20 families, which supported increased access to school information and participation in their child's education. The site also expanded support for English Learners through additional ELSAT hours, which were used to provide designated English Language Development small group instruction in classrooms, after-school tutoring, and support with test-taking strategies related to the ELPAC assessment.

The effectiveness of these strategies was mixed, but they contributed to continued support for English Learners across the school year. Family access to communication improved through the use of translation and interpretation services, and additional language development supports created more opportunities for targeted instruction. At the same time, data indicates that English Learners continue to experience significant academic and language development needs. In 2025, 53.1% of English Learners made progress toward English language proficiency, while 24.5% maintained lower ELPI levels and 22.4% decreased by at least one ELPI level. English Learners also remained significantly below standard in English Language Arts and Mathematics. Overall, implementation of the goal supported access and language development, but current results indicate that stronger and more consistent impact is still needed to accelerate outcomes for English Learners.

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

One major difference between the intended plan and actual implementation was that the expansion of ELSAT hours was affected by staff illness during the school year. As a result, some of the intended language development supports were not implemented as consistently as originally planned. In addition, translation and interpretation services exceeded the originally allocated amount, reflecting greater family need for language access support than anticipated.

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.

As a result of this analysis, Goal 2 will continue to focus on English Learner language development and academic access, with updated annual measurable outcomes based on current 2025 Dashboard and local assessment baseline data. Metrics have been refined to better reflect English Learner outcomes in English language proficiency, English Language Arts, and Mathematics. Strategies and activities have also been updated to continue supporting translation and interpretation services, English Learner staffing support, and targeted newcomer and language access resources. These changes are reflected in the revised Goal 2 description, identified need, annual measurable outcomes, and strategies/activities sections of the 2026–2027 SPSA.

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.

Student Engagement, School Climate, Attendance, and Family Partnership

Bracher Elementary will improve student engagement, attendance, school climate, and family partnership by strengthening systems that support positive behavior, student connectedness, restorative practices, and consistent access to school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. All students will equitably receive the social, emotional, and behavioral support they need to be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business, and community members to create and expand opportunities for students to be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Identified Need

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

Data from the 2025 California School Dashboard, SWIS, and the California Healthy Kids Survey indicate a continued need to strengthen student engagement, school climate, attendance, and family partnership systems at Bracher Elementary. Chronic absenteeism remained high at 20.0% overall, with elevated rates for Students with Disabilities (28.2%), Socioeconomically Disadvantaged students (28.6%), and Hispanic students (23.7%). Suspension increased to 2.9%, with Students with Disabilities at 7.5% and Socioeconomically Disadvantaged students at 5.4%, indicating continued disproportionality in exclusionary discipline.

SWIS data also indicates that behavioral incidents remain concentrated in classrooms and on the playground, with the highest rates occurring at the beginning of the school year, during transitions, and in the primary grades. The most frequent behaviors include physical aggression, disruption, and defiance, suggesting a need for stronger frontloading of expectations, more consistent Tier 1 behavior supports, and developmentally appropriate responses in early grades.

CHKS data reflects strengths in school connectedness, academic motivation, safety, and rule clarity, but also identifies areas for growth in meaningful participation, perceptions of caring adults, and peer interactions. Students reported relatively high levels of connectedness and safety, but lower levels of meaningful participation and continued experiences with peer conflict, including rumors, name-calling, and physical aggression. Taken together, these data indicate a need to strengthen systems that promote positive behavior, improve attendance, expand student voice and belonging, increase restorative responses to conflict, and strengthen family-school partnership in support of student success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard-Chronic Absenteeism	Spring 2025 Baseline: 20.0% of All Students were chronically absent 23.7% of Hispanic/Latino students were chronically absent 28.2% of Students with Disabilities were chronically absent 28.6% of Socioeconomically Disadvantaged students were chronically absent	Spring 2026 Expected Outcome: 17.0% of All Students will be chronically absent 20.0% of Hispanic/Latino students will be chronically absent 24.0% of Students with Disabilities will be chronically absent 24.0% of Socioeconomically Disadvantaged students will be chronically absent
California School Dashboard-Suspension Rate	Spring 2025 Baseline: 2.9% of All Students were suspended at least one day 7.5% of Students with Disabilities were suspended at least one day 5.4% of Socioeconomically Disadvantaged students were suspended at least one day	Spring 2026 Expected Outcome: 2.0% of All Students will be suspended at least one day 5.5% of Students with Disabilities will be suspended at least one day 4.0% of Socioeconomically Disadvantaged students will be suspended at least one day
SWIS	Spring 2026 Baseline: 351 total discipline referrals	Spring 2027 Expected Outcome: 300 or fewer total discipline referrals
CHKS	2026 Baseline: 51% of students reported meaningful participation at school 73% of students reported caring adults in school	2027 Expected Outcome: 65% of students will report meaningful participation at school 85% of students will report caring adults in school

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	Provide materials, supplies, and resources that support Positive Behavioral Interventions and Supports (PBIS), restorative practices, student engagement, school connectedness, attendance improvement, and family partnership. Materials and resources may include, but are not limited to, PBIS incentives and recognition items, restorative practices materials, attendance support materials, House system supplies and activity materials, family engagement event supplies, communication materials, and other tools that support a positive, inclusive, and engaging school environment.	English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, Students Experiencing Homelessness, and All Students	2000 Targeted Allocation 4000-4999: Books And Supplies Student Incentives and Rewards (4370)
3.2	Provide staffing, additional staff hours, and organized student support structures to strengthen school climate, attendance, behavior intervention, student engagement, and family outreach. Supports may include, but are not limited to, additional classified or certificated hours for attendance follow-up, behavior support, student mentoring, family communication, restorative practices facilitation, and structured student engagement during recess and other unstructured times. This may also include contracted playground activity organizations or similar services designed to increase student engagement and reduce discipline referrals during recess.	English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, Students Experiencing Homelessness, and All Students	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Non-Instructional Support

3.3	Provide professional development and collaborative learning opportunities focused on strengthening PBIS implementation, restorative practices, attendance systems, student engagement, and positive school climate. Professional learning may include, but is not limited to, training in restorative practices, trauma-informed approaches, PBIS systems, attendance intervention, student voice and belonging, playground systems, and strategies to improve school connectedness and positive peer interactions.	English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, Students Experiencing Homelessness, and All Students	1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Non-Instructional Support
3.4	Provide family engagement, communication, and partnership opportunities that strengthen home-school connection and increase family participation in the school program. Supports may include, but are not limited to, translation and interpretation, family workshops, school events, attendance meetings, communication systems, and outreach efforts designed to improve access, participation, and shared responsibility for student success.	English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, Students Experiencing Homelessness, and All Students	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries Non-Instructional Support (2913)
3.5	Provide student leadership and school connectedness opportunities that increase meaningful participation, belonging, and positive peer culture. Supports may include, but are not limited to, House activities, student leadership opportunities, student recognition programs, campus service opportunities, student voice structures, and other activities that strengthen student ownership, engagement, and connection to school.	English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, Students Experiencing Homelessness, and All Students	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries Non-Instructional Support (2913)
3.6	BAWSI Physical Education Program	Students with Disabilities	0 None Specified None Specified BAWSI organization will provide weekly outdoor activities for classrooms for Students with Disabilities

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.

During the 2025–2026 school year, Bracher Elementary implemented multiple strategies to support student engagement, attendance, school climate, and family partnership. Site efforts included continued implementation of PBIS practices, use of SWIS to monitor behavior trends, family communication and outreach, and activities designed to strengthen student connection to school. The school also continued to build its House system as a structure to promote belonging, recognition, and positive school culture. In addition, family engagement and communication supports were provided throughout the year, including translation and interpretation as needed to improve family access and participation.

The effectiveness of implementation was mixed. CHKS results reflected strengths in school connectedness, academic motivation, safety, and rule clarity, suggesting that students generally experience Bracher as a positive and supportive environment. At the same time, CHKS also identified lower levels of meaningful participation and continued peer conflict, indicating the need to strengthen student voice, belonging, and positive peer interactions. SWIS data showed that behavior incidents remained concentrated in classrooms and on the playground, with higher rates at the beginning of the year, during transitions, and in the primary grades. Chronic absenteeism also remained high overall at 20.0%, with especially elevated rates for Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latino students. Suspension rates increased to 2.9%, with disproportionate impact on Students with Disabilities and Socioeconomically Disadvantaged students. Overall, current strategies supported school connectedness and positive climate in several areas, but results indicate that stronger and more consistent systems are still needed to improve attendance, reduce exclusionary discipline, increase meaningful participation, and strengthen family-school partnership.

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

Some climate, attendance, and engagement supports were implemented through existing site structures and staffing in ways that did not always align exactly with the original plan or budgeted configuration. Site needs required continued flexibility in the use of staff and resources to respond to student behavior, supervision, and family support needs as they arose throughout the year. In addition, the school is now identifying opportunities to shift some resources toward more proactive student engagement structures, including organized recess supports and expanded student leadership opportunities, in order to better address patterns reflected in SWIS and CHKS data.

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.

As a result of this analysis, Goal 3 has been refined to more explicitly address the interconnected areas of student engagement, school climate, attendance, and family partnership. Annual measurable outcomes now include updated Dashboard baselines for chronic absenteeism and suspension, local SWIS referral data, CHKS indicators related to meaningful participation and caring adults, and a school-created family engagement participation metric. Strategies and activities have also been updated to strengthen PBIS implementation, restorative practices, attendance intervention, family outreach, student leadership opportunities, House system activities, and structured student engagement during recess and other unstructured times. These changes are reflected in the revised Goal 3 description, identified need, annual measurable outcomes, and strategies/activities sections of the 2026–2027 SPSA.

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	\$69,469.00
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 (\$)
Donations	\$0.00
None Specified	\$0.00
Targeted Allocation	\$69,469.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$69,469.00

Total of federal, state, and/or local funds for this school: \$69,469.00

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	69469	0.00

Expenditures by Funding Source

Funding Source	Amount
Donations	0.00
None Specified	0.00
Targeted Allocation	69,469.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,500.00
2000-2999: Classified Personnel Salaries	48,869.00
4000-4999: Books And Supplies	6,500.00
5000-5999: Services And Other Operating Expenditures	4,600.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Donations	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	8,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	48,869.00

4000-4999: Books And Supplies	Targeted Allocation	6,500.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	4,600.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,669.00
Goal 2	14,800.00
Goal 3	6,000.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/2026.

Attested:




Principal, Billy Martin on 4/21/2026

SSC Chairperson, Daniela Jaume on 4/21/2026